

# Break

## Full-time scourge

The Government will soon find that its policy of cutting down the number of teachers by such devices as early retirement is having some unplanned for effects. For instance, one of its most active part-time scourges has just become a full-time scourge.

Peter Horton has taken early retirement from his teaching job and can now spend every waking minute as Labour adviser, chairman of Sheffield's education committee, vice chairman of the AMA education committee, and various other official positions. He is now regularly to be found in his office in Sheffield's town hall (which is also of course the seat of much of the most determined local government opposition to Michael Heseltine's depredations), negotiating the effect of education cuts on individuals in schools. Life as a full-time politician will also include more Parliamentary lobbying.

Horton has been trying to arrange early retirement from his comprehensive school job at a part-time science teacher (or some time, but his employers, the Rotherham Education Authority, didn't get their retirement scheme organized until August. Then he had to wait until full-term, so that a replacement could be found.

He has been occupied by two women (sexists please note) until the end of the academic year. After that the post will disappear as teachers' numbers fall, so perhaps he has really moved into the hands of the enemy after all.

## Divine affinity

The world of educational psychology has been at it for years by now. One of the most famous of these is Geoffrey Herbert, who has given his job to go into the church.

He is now reading for his orders at Queen's College, the Birmingham theological college, and has recently taken over his post as Birmingham's chief educational psychologist.

The talking point is that it is only a few years since Liverpool's principal educational psychologist did the same thing. "It is a case," commented one "professional" colleague sourly, "of psychologists turning to the church for consolation when they start to doubt their own divinity."

Nothing, however, could be further from the truth in the case of Colin Critchley who in fact left the Liverpool job in order to become a worker priest. He had always intended to be ordained when he was at university, then went into teaching instead before becoming an educational psychologist. In those days it was either the church or psychology, and it was not until the northern ordination course was started comparatively recently that the chance opened up to study part-time for ordination.

By the time Critchley had successfully completed his three-year course, studying in the evenings and running Liverpool's educational psychology department in the daytime, it had also become possible to take on a non-stipendiary ministry, a resurrection of the work of priest like, which means in effect that he is part of a team operating out of a parish church, but in his own right by the church but by his own employer.

This is now known as local education authority, for whom he works as an educational psychologist, but only on the hazy grade. "I'm on Indian now, not a chint," he moved to Knowlsey because that is where he lives; and the area for which he is responsible as a psychologist coincides with his localwood parish. The L.E.A. is flexible about whether he works for them day time or evenings.

As far as he is concerned the affinity between the jobs is total. "I feel very happy about it because I am able to deal with the complete person, and often with families, so that you see the total problem. Working in the community I can do things I wouldn't be able to do otherwise, and if I come across a pastoral problem I can deal with it with my clergyman's hat on."

Last weekend brought an example of perfect concordance. At the church he carried out a baptism for a mother who had attended the parentcraft course where he conducted a session on child development.

## Bridge

Even if there is one theoretical best way to play a particular card combination, play in practice depends on various factors. These include the number of tricks you need from the suit, the entry position, and the need to keep a danger hand off lead. I have invented four hands to show how different the effects may be, the suit in question (club) being identical in all four. Let's start with an easy one.

♠ A K Q J  
♥ A K Q J  
♦ A K Q J  
♣ A K Q J

North leads ♠ A. You win the trick. There are people who open one club on the West hand, and they might then find themselves playing a small slam in the suit. North leads a heart, and since only five tricks are needed from clubs, a classic safety play is available. You lay down the Ace, and if both opponents follow you return to hand and lead towards the Queen. You fall (as you would always have failed) whenever South holds K-J-x or K-J-x-x, but you win whenever he holds the King singleton. Whenever North holds K-J-x or K-J-x-x you still lose only one trick.

Against an optimistic SNT North leads the Queen of hearts, which you win in hand. The nasty feature of this deal is that if South gets the lead and plays a small spade you may be badly down, so you must keep South off lead if possible.

You play a small club, and if North follows with the Jack you obviously cover with the Queen. If this wins you do not lay down the Ace. North may have been deceiving you into thinking that lead a small one from dummy.

But what if North follows with the 3 (or 2) ... should you play

## After the fire

Teachers at a Lincolnshire school called off their industrial action after a fire-ravaged school. The National Association of Schoolmasters/Union of Women Teachers were due to begin action which meant refusing to provide absent colleagues at Central school in Grantham—a comprehensive school in the town where the fire started. Central school was one of six in the county picked to lead the protest during the half-term holiday against threatened redundancies.

The school was severely damaged. Thirteen classrooms and the school

## Jacket potato

If you are on the lookout for a modest subvention towards a conference on children's books you might do worse than apply to the Sidney Robbins Trust (care at the National Book League). It was set up to honour the memory of a man who did much to try to bridge the inexplicable gap that lies between teachers and almost everyone else interested in children's books. Largely through his efforts some highly successful conferences were held at the old St Luke's College at Exeter, and from the first of these emerged Children's Literature in Education, a quarterly that deserves to be better known.

The trust also funds an occasional full-blown lecture of its own, the most recent having been delivered by the eminent book reviewer Elaine Moss. She rather symbolizes the "Robbins" reconciliation, since, after 20 years or so of writing about children's books, she chose in 1975 to go and work one day a week as a (well-paid) librarian in a primary school. Her talk was about the divergence between her dream of what such an institution would be like and the clattering reality.

It is a pity that more teachers were not present to hear Mrs Moss, the audience apparently consisting chiefly of students and bookies. If they had been there they would surely have endorsed the opinion that all reviewers are as naive about the primary schools as Mrs Moss was that it is no wonder that Sidney Robbins had to set up his conference. On the other hand, if more teachers had heard Mrs Moss's instinctive sympathy for matching particular books to individual children, or to small groups, then they might see less of the schematic book rubbish which she so rightly condemned.

As a piece of engaged rambling, Mrs Moss's talk was heart-warming; but Sidney Robbins would surely have wanted it to start where it left off. 'Can it be necessary to spend 20 years' reviewing books

## Executive action

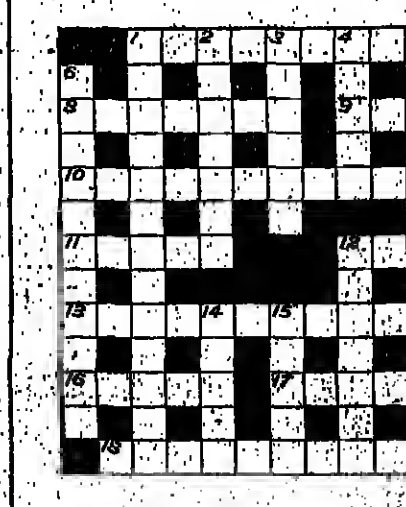
A new mood of Thatcherite realism is abroad at the headquarters of the National Union of Students. Charming but resolute, the new executive is time and motion in its alter ego: howling about the union's ills and it has decided to pull itself together, get itself reorganized and break even.

As a sign of this Mr Ian Caxon, until last week NUS Press Officer, has just taken over as communications manager, one of four new heads of newly organized departments—and the only one, as he states proudly, to have been chosen from the ranks.

Arriving for lunch at a local brasserie, he looked every bit the young executive on his first day in the job: neat grey suit, navy blazer, navy shirt, navy tie. He wore a broad grin too, as well he might, since he is presiding over the fastest growing empire in the student world—any in Britain. If the doom-laden stories of the CBI are to be believed.

Mr Caxon will soon have a staff of no less than 10, bearing such ewe-inspiring titles as Advertising Manager, National Student Admissions Officer, and Student Media Officer. Under his guidance, the plan is to streamline his publications, produce a fortnightly information sheet for local unions, and turn National Student from a monthly into a weekly paper over two years.

## Crossword No 1,212



**ACROSS**

1 Green colliery for a young lady? (10).  
2 No doubt has this modern Arab sheik arrived by car (5, 2).  
3 He would never use so slow tactics (5).  
4 Key id eggy speech? (9, 4).  
5 With a pound you get half back fruitfully (5).  
6 Salfors, however, are not all this which they are (2, 3).  
7 Current positions that make 'Corruption' (5, 8).  
8 Invalid road (5).  
9 Does it make the Chinese sluggish? (7).  
10 Danger ably averted on the whole (4, 3, 5).  
11 Share meeting place—played as for (6, 7).

**DOWN**

12 Green colliery for a young lady? (10).  
13 No doubt has this modern Arab sheik arrived by car (5, 2).  
14 He would never use so slow tactics (5).  
15 Key id eggy speech? (9, 4).  
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18 Current positions that make 'Corruption' (5, 8).  
19 Invalid road (5).  
20 Does it make the Chinese sluggish? (7).  
21 Danger ably averted on the whole (4, 3, 5).  
22 Share meeting place—played as for (6, 7).

## Next week

A race between education and catastrophe

Former Prime Minister Heath calls to the younger generation and explains what should teach about the world. Jim Sweetman of CSE and GCE O-levels and to save it. Books: Myra Barr, Teaching Shakespeare; David K. on a new organization which protect art students from merceril plagiarists; Paul on new books by Harold Silver and Eric Midwinter; N. J. Macfarlane on IQ.

# THE TIMES Educational Supplement

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Carving out the good life in former arts and crafts teacher at Cestford High School, Yorkshire, Geoffrey Woodcock, 40. Two years ago Geoffrey gave up teaching to work in a converted pigsty, carving figures and furniture. Geoffrey and his wife, Janet, live on home-grown vegetables and milk provided by their Jersey cow, Dnisy, who knows a splendidly carved gryphon when she sees one.

## Ministers split on future of sixth forms

Junior DES ministers have held up a report on education for the 16-to-19s because it says that sixth-form or tertiary colleges are better than tiny sixth forms. The Macfarlane report has been postponed for revision until the New Year. Mr Carlisle, the Education Secretary, is in favour of the report's conclusions but the Prime Minister may overrule him. Mark Jackson reports.

## Mrs Thatcher may intervene on report

A fierce battle is taking place between ministers at the Department of Education over the future of sixth forms. The dispute is so bitter that the Prime Minister, herself a former Education Secretary, may become involved.

It has been triggered by the draft of the Macfarlane committee's report on 16 to 19 education, which calls on local authorities to review their arrangements and sets out the views of the two of the junior ministers, Lady Young and Dr Rhodes. The report, which is loaded against sixth forms, and in favour of tertiary colleges, is being resisted by their ministerial colleagues, Mr Neil Macfarlane, who heads the committee, and by Mr Carlisle, himself the Education Secretary, but Lady Young is close personal terms with Mrs Thatcher, who still keeps a watchful eye on educational matters.

The draft was due to be approved at a final meeting of the eight local education authority representatives on Monday. The report could be published next month. But they were told they would have to make a decision to consider a revised version, which cannot be published until early next year.

The committee were taken back by the strength of Ministerial feeling against the report, which they had thought studiously avoided coming down on either side in the controversy. Discussion of the issue at the committee's meetings all year have been very mild. Instead of the predictable split between the metropolitan district and the county council representatives, the argument had been largely between Mr Alastair Lewtall, Chairman of the Association of County Councils education committee, who strongly favours school sixth forms, and Mr Philip Merivale, the Hampshire education committee chairman, who backs a break of 16.

Both sides on the committee thought that the drafts prepared by a group of DES officials and local authority officers, paid careful regard to their susceptibilities—it was described by one member as "frightfully innocuous". But Lady Young is thought to have objected particularly to a warning in the report against small sixth forms, and to have criticized the lack of push to end sixth forms. Diana Geddes, The Times Education

## Caretaker on £14,000 may strike

By Sarah Bayliss

Mr Harry Slater, the school caretaker who works 46 hours overtime on top of a 40-hour week to earn £14,168 a year, will be expected to join in lightning industrial action by his union to defend overtime working.

The dispute has arisen in the Labour-led London borough of Haringey after school caretakers refused to accept council plans for reducing the number of schools which stay open at night.

"The plan would have a dramatic effect on the earnings of school caretakers," said Mr Peter Spencer, a caretakers' leader and NUPE branch secretary.

Mr Slater, caretaker at Ferry Lane primary school, Tottenham, would be expected to join in the industrial action said Mr Spencer. Mr Slater's earnings and overtime were put under the spotlight by Conservative members of Haringey, who have called for an inquiry.

Mr Rabbin Young, Labour leader, said Ferry Lane—built as a community school—was in constant use "except for in the middle of the night".

He said that two months ago the council told NUPE it wanted more men at Ferry Lane to spread the workload and overtime payments, but the union had refused. "We don't believe this level of overtime can be justified with so many unemployed."

Thus to many areas sixth-form or tertiary colleges may be the best solution, both educationally and financially.

The committee argues against the contention that a change of institution at the age of 16 is a disincentive to continued education; the evidence, including that gathered for the committee by the HMI, points in the opposite direction, it says, and shows that participation rates tend to increase where separate 16 to 19 institutions were provided.

## This week

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The Macfarlane report will not now appear till the new year (page 1) because of a rearranged action by the defenders of the traditional sixth form who felt that it was in danger of coming down too strongly on the side of the tertiary college and a break at the age of 16. It seems that Lady Young and Dr Rhaeadr Iwan have reinforced the traditionalists—when reckoned they can count on Mrs Thatcher's sympathy also—against the further education solution.

The result threatens to be an even limper document than might otherwise have been expected. It was never likely that Macfarlane would endorse the tertiary college without reservation, nor yet that it would propose a system-wide change. Common sense decrees that there must continue to be many areas where conventional sixth forms are still viable and where the costs of changing to a tertiary system—financial and social—would far exceed any benefits which might accrue. But Mr Macfarlane and his colleagues should at least be firmly positive about the virtues of consolidating sixth-form work in viable units and putting full and part-time work together for the 16 plus, and should go as far as to make this the preferred arrangement for the future where circumstances are favourable.

Resistance comes from those whose entire proper concern for the quality of education for the 11-16 year olds makes them apprehensive of the consequences of living off the upper secondary school. At present pupils in the lower forms benefit by being taught by those who also teach the sixth form. A sixth form is a symbol of a school's quality and academic purpose. Teachers in 11-18 schools instinctively strive to hold on to their sixth forms. The Burn-



## Macfarlane and the tertiary solution: the insiders fall out

ham points system does no more than underline a fact about people and institutions: it is not possible to spend 80 or 90 years making the academic sixth form the jewel in the crown of secondary education without creating a professional presumption that every secondary school should have one.

But potent as these traditional instincts may be, there remain the uncomfortable statistics about the size of sixth forms collected by the DES for Mrs Williams when she looked into this in 1977—the average size of the traditional sixth form was only 79, compared with the minimum of 100 which was needed to provide an acceptable range of options economically; among comprehensive schools, 40 per cent had traditional sixth forms of less than 50 pupils.

Mrs Williams, for her part, drew back in the face of resistance from the teachers' unions and the local authorities,



Neil Macfarlane: must be firmly positive.

Since then the numbers have changed slightly as the relevant age groups are still increasing; there have been more

attempts to develop consortia and shared sixth form resources. But the underlying pattern remains highly unsatisfactory and must get materially worse as the numbers in the age groups fall by a third between now and the mid-1990s.

Everything points to a tertiary solution, making use of the flexibility of the further education system. This is to say there are no snags. Of course there are. But it is an illusion to suppose that anyone has a snag-free solution. At some time as seeking to overcome difficulties in schools when sixth forms are too small, authorities should apply themselves specifically to maintaining, and raising, standards in 11-16 schools. Evidence is beginning to accumulate in counties like Hampshire, Lancashire and Devon that secondary schools can be organized satisfactorily without sixth forms. In fact, experience seems to show that critics soon become reconciled to a change of system; some of them become staunch supporters. If a system-wide reorganization were attempted there might well be severe strains but this is not in prospect. There is time to combine the steady growth of tertiary colleges with careful planning and support for the 11-16 high schools.

When the Macfarlane committee set up there were those (including the TES) who criticized its composition and character as a creature of the DES and the local authorities. These criticisms will be amply borne out if this little group is unable to come up with a clear policy preference.

It was always on the cards that a mixture of insiders would be needed to those with a vested interest in the status quo. It is to be hoped that the report when it appears, will prove the worst wrong, but the present omissions look promising.

ening parents' legal rights will produce much more than necessary foundations for future action.

The Department of Education has moved either two steps in the right direction along what will be a very long road if the Warnock Committee's recommendations on education for those in special need are to be implemented at the current speed.

All the more important, then, to keep a close watch on how proposals in other Whitehall departments might affect the same population. Some of the report's recommendations also called for action from the Department of Employment or Health and Social Security. So far, there has been no official response from either department. Now it seems that the DES's agency, the Manpower Services Commission, is contemplating a proposal that would be a definite step back in Warnock terms.

One of the options in the MSC's Approach to the Corporate Plan, 1981-85, is the closure of all 27 of its Employment Rehabilitation Centres (School to Work, page 8).

The centres provide assessment and short, individually tailored, work preparation courses for people of all ages who have been disabled by injury or illness. As the Warnock report noted, there are many handicapped young people among their clients, and some of the ERCS were developing a very helpful young person's work preparation course which was notably successful in leading on to jobs.

There are not, however, nearly enough ERCS. Most of them are in urban areas and lack of hostels prevents their wider use. One of Warnock's specific recommendations was that "the extension of young persons' work preparation courses to all ERCS over the next few years should be brought about as quickly as possible". More courses were started in response to this call. What is to happen to them now?

The proposal to close all ERCS is not one of the many economies being dragged up over Whitehall to pay the enormous bill for the increased Youth Opportunities Programme which it is agreed will be needed because of unemployment among school-leavers. The closure is being considered as a means of saving money under another heading: staff cuts to line with Civil Service targets.

That does not make it any the less disastrous out of step with Warnock's priorities. Disabled people of whatever age are finding it increasingly difficult to find jobs. The Youth Opportunities Programme helps some handicapped young people, too, but its work in this direction is currently being cut by the ERCS and in any case ought to be developing more projects to meet their needs more specifically.

The Government really wishes to be seen to be taking the needs of handicapped young people seriously, it is twice that useless to be offering legislation with one hand and threatening to take away provision with the other.

## Higher learning and earning

Professor Stephen Bragg's lengthy essay in "Inverting the System" in *Education Today* (edited by Norman Evans, £5.95) is published by Grant McIntyre, £5.95. It is a study of radical proposals of the kind which have been put forward in the last few years. The proposals are of two kinds: one is to abolish the traditional system of education and replace it by a system of vocational education; the other is to abolish the traditional system of education and replace it by a system of higher education. The first proposal is to abolish the traditional system of education and replace it by a system of vocational education. The second proposal is to abolish the traditional system of education and replace it by a system of higher education.

Professor Bragg wants to abolish the traditional system of education and replace it by a system of vocational education. He argues that the traditional system of education is based on the idea of a general education, which is a waste of time and money. He argues that the traditional system of education is based on the idea of a general education, which is a waste of time and money. He argues that the traditional system of education is based on the idea of a general education, which is a waste of time and money.

The background to this blueprint is the report of the House of Commons Education Committee, which is a collection of articles, written by a group of people who are concerned about the future of education. The report is a collection of articles, written by a group of people who are concerned about the future of education. The report is a collection of articles, written by a group of people who are concerned about the future of education.

Two teachers required to earn extra money on Saturday selling point-to-point racing. The teachers were required to earn extra money on Saturday selling point-to-point racing. The teachers were required to earn extra money on Saturday selling point-to-point racing.

## No comment

## NEWS

### Exam league tables: give schools 'handicaps', says statistician

By Bob Doe

Government plans for the compulsory publication of school exam results were criticized this week at a meeting of the Royal Statistical Society in London.

With school league tables looming in 1982 the society met to discuss how accurately such results reflected school performance. A speaker stressed that not all schools started with the same advantages because of variations in their intakes. The progress each school made in the face of these differences was more significant than the crude total of passes achieved.

Dr Peter Mortimore, head of the London Education Authority's research and statistics section, suggested every school should have a "handicap" like in golf to indicate the unequal chances schools started off with in the exam arena.

The ILEA was told to be the only authority trying to tackle the thorny question of publishing results.

Dr Mortimore, who was one of the authors of *Twelve Thousand*, a comprehensive study of London schools, said the authority was looking for better ways of using exam results to compare school progress.

But he warned that "statistical

jiggery pokery" inking into account the differing intakes could upset some apparently successful schools as well as putting poor results in perspective.

Mr John Gray, of the University of Sheffield Institute of Education, predicted that publication of results in 1982 would be "a mess" and could result in serious injustices to schools with unfavourable intakes.

He said local authorities should help parents to understand the wider implications of exam results and say what action they planned where schools appeared to be doing badly in relation to their intake.

The Government's proposals include the publication for each school of the numbers of grades achieved in each subject at A level, O level and CSE, and the numbers of pupils achieving different numbers of passes.

They do not bear out one criticism made at the RSS conference that these would be expressed only as a proportion of those entering exams and not of the whole age group.

The draft proposals call for the total number in exam year groups and the numbers taking exams. But there is still some concern that the Government is suggesting that the fifth form numbers asked for refers to the roll at the start of the fifth year and not at the end when many non-examinees will have left.

### No rise in staying on means no change in job losses

By Philip Venning

The planned drop in teacher numbers in the next few years is likely to be as bad as feared, because pupils have not chosen to stay on in the sixth form. Latest provisional figures from the Department of Education show that last year 72 per cent of pupils left English schools at 16—a proportion that has remained absolutely constant since the school leaving age was raised. In the year leading up to the 1977-78 school year, the proportion of pupils staying on rose steadily, but the official planners assumed that a hiccup, the trend would reverse. One hope was that if a larger proportion decided to stay on, the effect of falling numbers might be partly offset by larger sixth forms. This in turn might protect some teachers' jobs.

The figures reveal that it has not happened so far. In spite of high unemployment which might be encouraged young people to stay on in education. Nor are the proportions leaving school to go to A level in colleges has risen at 3.5 per cent.

The same is true for other non-vocational education, such as further education, such as the NAS-UWT general secretary.

### Politicians get to grips with report on ILEA

Sarah Bayliss

Members of the Inner London Education Authority sought precise information and detailed advice when they met to discuss the report of the House of Commons Education Committee on the future of education.

Members of all the ILEA's sub-committees attended a discussion on the future of education. The discussion was held in the ILEA's main hall. The discussion was held in the ILEA's main hall.

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Curriculum vitae: private schools in South Wales have opened up shop in a Cardiff department store to sell themselves to shoppers. At the desk is Evan Roberts, a Llandmifall School pupil.

### Governors set to sack head

by Bert Lodge

Mr Barrie Trueman, head of Sacred Heart RC comprehensive school, Redcar, was told at a governors' meeting this week that he would be dismissed.

He was suspended in September for failing to attend a governors' meeting.

The matter is not closed, however, because of the articles of government relating to voluntary aided schools. These, together with the head's contract of service, require two meetings of the governors before a dismissal can be confirmed. A second meeting has been arranged for December 2, thus allowing the minimum period of 14 days to elapse from the decision being announced.

Should his dismissal be confirmed on that date, Mr Trueman will still have the right to be heard by a Cleveland education committee who have the power to veto the governors' decision.

On the occasion of his suspension in September, Mr Trueman told the TES that his failure to attend a meeting was merely a technical reason for the governors' action. The history of division between himself and the governing body went back five years to the time when he refused to accept bank several members of staff who had been on strike, despite being urged to by the governors.

Sacred Heart school has been intermittently in the headlines for the past 10 years since a dispute over staffing which the school went into a lock-out. Four months ago the deputy head Mr John Hallam lost a libel action against the NAS-UWT general secretary.

### Industrialist called in

The Government has appointed an industrialist to look into the success and failure of national projects designed to make schoolwork more relevant to industry.

Lady Young, the junior education minister, announced the appointment of Mr Neville Cooper, director of administration at Standard Telephones and Cables, when she opened the second regional conference on the work of schools which took place in Newcastle this week.

The Government had commissioned the independent study of the nature and extent of activities of major organizations to find out how their effectiveness could be improved both at local and national level, Lady Young said. Mr Cooper is expected to complete this work within six months.

Lady Young also referred to the importance the Government attached to micro-electronics. The £9 million four-year micro-electronics in education programme started in March was expected to introduce 750 teachers to micro-electronics in the first year.

Teachers pointed out that lack of money and the difficulty of getting time off limited school-industry links rather than any unwillingness on their part.

### NEW PICTURE BOOKS FROM MACMILLAN

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## Comment

### New formula: old jobbery

Elsewhere in this issue (page 10) Philip Venning writes about the new system of local government finance brought to us by Mr Heseltine's new Bill which has become an Act. How local government is financed is vital to the way education is paid for, and to the kind of life teachers and schools enjoy. The present system is unsatisfactory. The new method will be as bad or worse.

Two weeks from now the Government will announce how much money they are going to provide in grant-in-aid to local authorities for 1981-82. This is a regular feature of this season of the year, fraught with anxiety for all whose bread and butter comes from local government. The anxiety is greater than ever this year because (in theory, at least) the Government still has to decide on the formula which it will adopt for the future distribution of the new Block Grant to be paid out in accordance with Mr Heseltine's new Act.

The new system, like the old, is concerned with distributing money from the central Government to a network of local authorities which differ in their own wealth (and tax-raising capacity) and in the demands they have to meet.

It would be manifestly unjust simply to distribute the block grant on a population basis, but there is endless room for argument about the judgments which should be built into the formula to give one kind of authority more or less than another kind of authority.

Much of the argument between the Government and the local authorities' associations has concerned how, and how much, the formula should take account of social factors—meaning essentially, how far there should be positive discrimination in favour of areas of social disadvantage. Often social disadvantage is a euphemism for ethnic diversity, so the debate about grant formulae can easily stray into racial politics—witness Mr Mark Carleton's sharp exchange with Mr Ian Couts of Norfolk and the Association of County Councils.

The purists of local government (especially

if they come fromshire counties) argue that "educational" not "social" criteria should be used in the weighting process—that is, that the needs of education should be the basis of the formula, not the social factors themselves. But this takes the argument right back into the heartland of educational research—the grey area where pundits wrestle with the differences between causes and correlations. The mind boggles at what the DES could do with the Block Grant formula.

There is every reason to believe the DES have done a first class job for education in fighting their corner with the Department of the Environment and the local authority associations. The irony of this is, of course, that far from seeking to establish objective methods of weighing resources to clearly defined needs—the ostensible object of the exercise—the DES have been struggling for all they are worth to make sure that the formula does not radically alter the present balance. Nobody knows what an L.A. "ought" to spend, but the damage which unnecessary "shocks" to the system could cause in present circumstances is obvious, and any inequitable redistribution would have big repercussions. Rejection of juggling can prevent a seismic tremor in London where all services—and education rather less than most others—cost much more than elsewhere. In the old days this used to be attributed to the disproportionate wealth of the London County Council; now it is ILEA's unique precepting powers which underpin a tradition which goes back a long way. It is difficult to resist the view that tradition has more to do with it than the actual situation on the ground. London far outspends all other major cities in England and Wales, including many with far more than their share of social disadvantage.

As Philip Venning shows, the new system is, if anything, even more vulnerable to political manipulation than the old. Far from being objective it leaves it wide open to the government of the day to impose its own political and social priorities. The melancholy fact is that governments of both parties have brazenly used their ability to vary the formula to benefit their own political friends: the Conservatives favouring the rich; Labour the cities. It would be naive to believe that this kind of political corruption is now going to stop.

### Stepping back from Warnock

As our round-up of opinion on the Government's response to Warnock (page 4) indicates, it can be summed up as "special care without special provision". The minimal legislation now forthcoming is hardly overwhelming; no one can pretend that removing statutory categories of handicap or



# Platform

'The race is between education and catastrophe'.

Edward Heath outlines the implications of the Brandt report

on international development for all who teach

## Windows on the world

It was H. G. Wells who observed in *the Outline of History* that "Human history becomes more and more a race between education and catastrophe". The world has faced many dangers down the ages and a premonition of overcoming these has always been the conquering of ignorance. The Brandt report, published earlier this year, spoke of "the dangers, which could indeed bring catastrophe upon us, if we are to avoid this, education in its broadest sense has a vital role to play."

Willy Brandt expounded on this theme in his introduction to the report, when he spoke of what would be expected of the younger generations, destined to carry major political responsibility. Reflecting the views of every member of the commission, he said: "... we are convinced of the great role education has to play: a better knowledge of international relations, and not least, north-south affairs will widen our views and foster concern for the fate of other nations, even distant ones, and for problems of common interest. The commission feels that schools all over the world should pay more attention to international problems so that the young people will see more clearly the dangers they are facing, their own responsibilities and the opportunities of cooperation—globally and regionally as well as within their own neighbourhood."

Clearly, the task suggested is an immense one, with two distinct but inter-related aspects. First, how should the educational system incorporate this work into its existing structures? Secondly, what aspects of development questions should be included?

The first question I am inclined to leave to the educational experts. It is not for me to say whether new courses are demanded, for example, or whether existing curricula need expansion. What I must say, however, is that any change of such an approach represents a new commitment to the education of young people into our schools.

To explain to children the problems they will face as adults is surely one of the most important tasks of schools. These problems may be professional, raised strictly to the employment of the individual, or they may be problems of a wider kind. The increasingly complex and inter-related world in which we operate demands that its citizens should be more aware of the framework within which they are bound to live. This is not a purely political approach in any secular sense, and pupils will surely be left to reach their own conclusions about the political system best suited to solve the problems of which they will be made aware. The report of this is underlined by the Commission's own experience. Its 18 members covered the whole political spectrum, and came from countries of every description, yet their eventual report was unanimous. Neither left nor right can lay exclusive claim to the message of the Brandt Report.

It is rather the second question, of what needs to be included in this educational process, to which I would prefer to address myself. Development education is definitely an interdisciplinary affair, touching on history, geography, sociology, religion, politics and the sciences, as well, of course, as on economics. I certainly do not intend here to examine these various aspects fully, but rather to outline the problems as I see them, in the broadest framework.

At the outset there are two important points that need to be made: first that the situation, it is



urgent one, that must not be allowed to continue a moment longer than is absolutely unavoidable—secondly, that the finding of solutions to the problems involved is in the interest of all the nations of the world. What the Brandt Report emphasized is that moral considerations are important, but that moral success in motivating the governments of the world is likely to be an appeal to enlightened self-interest.

I have heard criticism of the report, to the effect that it is a cynical and materialistic document. Such criticism is utterly without foundation. The truth is that moral calls for action have largely failed, and it does not stimulate the imagination of the moral arguments. What it does is to show that if the necessary action is to be taken, the appeal to mutual interests is more likely to succeed.

There are, of course, dangers in the "education of the young, from within the moral and ideological arguments, or the ones most likely to evoke a response. But they are also the ones most susceptible to corruption. The issue of mutual interdependence should be the main concern of development education. Those facts are stark and clear. A good place to start is with the malfunctioning of the international economic system, which now, in the words of the Brandt Report, "damages both the immediate and long-term interests of all nations". It was the events of the

early seventies that precipitated the disintegration of the international economic order created in the latter part of the forties. The world economy is now running down and the north is itself in a deepening recession. The member countries of the OECD are experiencing at one and the same time high inflation, low, stagnant or negative growth, and a continuing rise in the price of the one commodity essential for the industrial world, namely oil.

Meanwhile, the developing countries of the south are suffering from the burden of the debt they have incurred in striving to build up their economies. A debt which becomes more difficult to service with increasing prices for their high-value exports. These have already established consumer goods industries are facing protectionist measures against their exports to the north. All of them are being increased, prices for their energy supplies without possessing the substantial financial reserves of the north to cushion the impact on their economies.

Both north and south are therefore facing problems on a scale not experienced since 1945. And this is the south these new and essential economic factors come on top of the existing—and continuing—problems with which they have been confronted for so long. Poor health facilities, inadequate food supplies, a continuing population explosion, and the resulting intolerable living conditions, are

bear them, and morally intolerable for us in the north. Unfortunately, there are few signs of an end to these horrifying conditions. Indeed, the population explosion recently experienced continues apace. During the next 20 years about another two thousand million people will be added to our planet, the same number as the world's total population at the beginning of this century. The mind boggles at the immense increase in the demand for food, raw material and energy which this will create. Although this population increase is concentrated in the south, neither north nor south can escape the consequences. They have a vital mutual interest in coping with this problem.

This is true because if existing food shortages continue alongside expanding world population, not only will millions be threatened with starvation in the poorer countries, but food prices in the rich countries will go steadily higher. Similar arguments clearly apply to energy and to basic materials.

A brief resume such as that serves to illustrate the breadth of concern and the number of issues that will need to be discussed if this truly international dimension is to be added to our children's education. Each issue is capable of almost unlimited expansion, and there is much room for discussion as to the exact balance that will be required in the end.

We deceive ourselves, however, if we believe we will be entirely able to avoid controversy. Merely to pose the problems, to define the situation, will not suffice. Questions must also be asked about solutions, and many may feel that only political answers can be given. Here I rather state what I said about the Brandt Commission's experience—that it is possible to reach agreement in the face of competing political ideologies. It is for this reason that I believe that the Brandt Report itself would provide an admirable basis on which to model curricula.

While the report contains detailed proposals for long-term reform, in the words of the report, "the world cannot wait for the longer-term measures before embarking on an immediate action programme for the next five years to 'avert the most serious dangers, an interlocking programme which will require undertakings by all parties, and also bring benefits to all'."

Its principal elements—all of equal importance—would be:

- (1) a large-scale transfer of resources to developing countries;
- (2) an international energy strategy;
- (3) a global food programme;
- (4) a start of some major reforms in the international economic system.

In the longer term, the report makes proposals for agricultural reform, population and migration programmes, the international debt, the arms trade, the energy crisis, the poor, social, commodity trade, energy, industrialization and world trade, the role of the transnational corporations, the world monetary system, development finance, and international organizations.

It is a challenging list, but I believe that it does cover all the important points. I hope that our schools can take a lead in educating tomorrow's leaders to their responsibilities. The only alternative would be to lose the race between education and catastrophe, and there are up prizes for the winner.

North-South, a programme for survival, Pan-Brook, £4.95.

## NEWS

### Special care without special provision?

by Diane Spencer

The Government's White Paper on special needs in education, which sets out the Warnock report, which sets out the Government's proposals for educating handicapped children, has been heavily criticised by the majority of organisations responding to it for failing to provide extra resources to implement its proposals.

At least 80 organisations have sent detailed replies to the Department of Education over the White Paper's publication last August. Legislation based on its proposals is expected to be contained in Queen's Speech.

The two main teachers' unions were particularly scathing. The National Union of Teachers said: "The Government clearly wishes to pass the credit for adopting principles of the Warnock report without having to deliver the necessary resources."

The National Association of Schoolmasters/Union of Women Teachers said that the proposals were ill-timed and impractical unless accompanied by massive new and adequate resources. It asks the Government to delay legislation and policy decisions until the paper until the nation reaches the level of prosperity which the Government foresees.

Both unions fear that if proposed legislation could cause any delay, it is likely to be passed by the House of Commons. The NAS/UTW said: "Parents will be misled and authorities will be put into a position which they will try to escape by imposing unrealistic and unacceptable demands on teachers." The National Association of Teachers' Agents also expressed concern about the effects on staff. As the proposed legislation has significant implications for the organisation and management of schools, local authorities must provide sufficient resources to both human and financial. It also considers that the Government's financial recognition for the responsibility they will have.

The Children's Committee, which advises the Education Secretary on the co-ordination and development of health and social services for children, warns it would be unjust to the children concerned and misleading to their parents if the new Act were to be implemented alongside the Chronically Sick and Disabled Persons Act of 1970 and the Children Act of 1975 to be implemented.

Many organisations also regretted the absence of several important recommendations of the Warnock report.

MENCAP, the national society for mentally handicapped children, has urged the Government to consider its rejection of the proposal that education authorities should be responsible for part of the national programmes in Adult Training Centres.

The Society of Education Officers, while condemning it as a "grossly cynical and unhelpful" proposal, particularly regretted the decision not to set up a national advisory committee to monitor provision for standards.

The White Paper was also criticised for offering nothing to help schools which are not yet fully equipped to receive pupils with special needs. It would improve nursery and primary schools, but the report makes no mention of the need for a major programme of reform in secondary schools. The report also makes no mention of the need for a major programme of reform in secondary schools. The report also makes no mention of the need for a major programme of reform in secondary schools.

## NEWS

### Hold up on membership figures Carlisle holds back on recognition of PAT

by Richard Garner

Mr Mark Carlisle, the Education Secretary, is to delay a final decision on whether to grant recognition to the Professional Association of Teachers, the union whose members are pledged never to strike until the New Year.

In a letter to teachers' organisations already represented on the Burnham committee, which negotiates teachers' pay, the DES says Mr Carlisle "is still disposed" to give PAT a seat on the committee but will wait until a complete review of union membership has been carried out.

He says he expects to be able to announce the results of the review in January so that the newly constituted committee can take office before negotiations start on next year's pay claim.

Officials at the DES have repeated this request for details of the teachers' organisations fully paid-up membership figures and have asked them to calculate how many serving members they have in schools in England and Wales by December 1.

The teachers' organisations have been asked to exclude all, unem-

ployed, retired, student or associate members and any members in Scotland, Northern Ireland, further education or independent schools. The National Union of Teachers said this week that the DES letter still ignored questions they had asked at the beginning of the year as to how various categories of members to be excluded should be defined.

Mr Peter Dawson, general secretary of PAT, which claims a membership of 21,000, said: "I would not argue with the common sense of the approach now being adopted. It is a logical approach to the situation. We feel we shall arrive at Burnham in due course and make a blow for moderation in education policy-making when we do."

A six-point code of professional conduct has been drawn up by the Professional Association of Teachers. The code says that teachers should ensure all lessons are adequately prepared, share in the discipline of their school, consult with their colleagues, make sure they are fully briefed in their subjects through in-service training, meet parents and involve themselves in extra-curricular activity—with their pupils.

### Council closes two-year old 'danger' centre

by Diane Spencer

London's Camden Council is to close a £1 million purpose-built children's assessment centre opened two years ago because, says the council in a report, it is "totally unsuitable for its present use" and "to some children it is a dangerous place to be".

The building in Langtry Walk, Swiss Cottage, was designed as a reception centre mainly for runaways found in the area's three main railway corridors, and to deal with disturbed and delinquent children who would, after a few days, move to community homes for education or other children's homes. Although it was built for 200 children, it is divided into three separate units, and 14 or 15 rooms, and has never been used for its original purpose.

The report, by two consultant psychiatrists, two members of the staff and the assistant director of social services, blames the centre's failure mainly on the design of the building which was by a building and not a social worker. The kind of institution, says the report, can generate more conflicts than those which the kind of institution using the centre bring with it.

The report also says: "The much time is spent by staff in the building, which has 21 children have too easy access to the building, increasing staff worry, and making soundproofing more difficult and a quarrelsome like a prison."

The centre's fate has not yet been decided.

### Subsidy may restore free milk

Local authorities may be asked to restore free milk to school children in the £25m increase in the milk subsidy, negotiated by Mr Peter Walker, Minister for Agriculture, Fisheries and Food, and Mr Mark Carlisle, Education Secretary, in a deal struck last week. The new deal, which enables local authorities to claim a 1p per pint for school milk, will be available to all schools from September 1. The subsidy will be available to all schools from September 1. The subsidy will be available to all schools from September 1.

The extra money will only be available to councils early next year, as soon as the Department of Education and Science has worked out the details. It will then be 10 pence a pint, a 1p increase on the current 9p.

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Paintings on exhibition this week at the London Transport Museum in Covent Garden were the work of children from St James Primary School, Fins Wood, Orpington, who attended the opening.

### Health report accused of lead poisoning 'cover up'

by Bob Doe

A Government report on the health hazards of lead pollution was attacked this week as "useless", "deeply flawed" and "dangerously misleading" for failing to blame leaded petrol as the cause of brain damage in thousands of children.

The Government's 12-man Lawton committee was accused this week of "disastrous" errors and breaching "unwarranted" complacency concerning the hazard to children in a report published by the Conservation Society.

The Society's report was drawn up by the university chemist, Professor Derek Bryce-Smith of Reading and Dr Robert Stephens of Birmingham University. It called for the abolition of lead additives to petrol within a year.

Unlike the Lawton report, which blamed airborne lead as the major source of the metal finding its way into people's bodies, the Society's report said that lead in petrol was the major source of the metal finding its way into people's bodies.

The Government's report suggested that food and water were more important sources of lead than the amounts included, but the Society's report says this ignores the fall-out of lead from the air finding its way into food.

The two committees also took the Lawton committee to task for not accepting the evidence of studies that indicate that even quite small

quantities of lead in children can be harmful, reducing their measured intelligence and affecting their behaviour and development. Urban preschool children and the unborn are thought to be particularly susceptible.

"We conclude that most UK children are now suffering an epidemic of low-grade lead intoxication for which the addition of lead to petrol is largely though not wholly to blame," say Bryce-Smith and Stephens.

The adulteration of petrol was "a crime against the human race", committed in the blinkered pursuit of business profits, cynically concealed and perpetuated by political influence and the cosmetic arts of public relations.

Professor Patrick Lawton of St Bartholomew's Hospital, London, who chaired the Government's working party on lead was this week criticised for all questions about its report to the Department of Health and Social Security.

The department said it was considering the Society's report carefully with the Lawton report before deciding what action to take on lead.

Lead or health by Dr Bryce-Smith and Dr Stephens published by the Conservation Society, 65, Dorset Road, London SW15.

### 'Left-wing' hymn book protest

Only two schools in Kent appear to be using the hymn book, *New Life*, into which an investigation was ordered this week by Mr John Barnes, chairman of the education committee.

This followed complaints from the chairman of Dover Young Conservatives, Mr Barry Williams, of left-wing bias in the book's contents. Mr Williams said he was transmitting complaints received from parents of pupils at Dover Girls' Grammar School.

Qoo "hymn" to the tune of Pop Goes the Weasel — criticism of hymns on "arms and peace" probe

programmes while neglecting the homeless. The county supplies department said he could remember only two requests for the hymn book in the 10 years since it was published.

But the publishers, Galliard Press, said they had sold more than 100,000 copies up to last year. The Rev John Bailey, the book's editor, dismissed the complaints this week as nonsense but Mr Williams said he was transmitting complaints received from parents of pupils at Dover Girls' Grammar School.

Qoo "hymn" to the tune of Pop Goes the Weasel — criticism of hymns on "arms and peace" probe

### Labour row over abolition of voluntaries

by Biddy Passmore

The London Labour Party has adopted a manifesto for next year's GLC elections which could, if interpreted literally, lead to the abolition of all voluntary schools in inner London.

Approval of the manifesto, which also includes commitments to restore this year's cuts in the ILGA's budget and to abolish streaming in secondary schools, has led to a bitter feud within the London Labour Party which is still far from resolved.

Sir Ashley Bromall, leader of the ILGA, and other members of the ruling Labour group, now said to be opposed to the manifesto's contents, some of which run directly counter to the Authority's existing policy. They say it contains many commitments which have never been democratically discussed. Sir Ashley, who has fought hard to pass for moderate Labour policies, appears to have decided that there is no point in trying to hold the left back this time, but instead to wait in the hope that he can persuade ILGA to be more realistic after the election.

The disagreement came to a head when Left-wingers on ILGA tried to force the leadership to start implementing the manifesto's policies straight away. This would mean restoring this year's cuts—and possibly increasing spending—from April 1, when the Authority is expecting a savage cut in funds as a result of the new block grant.

A working party including Sir Ashley Bromall drew up the report on which the manifesto is based. But it was considered far too moderate by the London Labour Party's Executive Committee, which "beat it up" considerably. It was then circulated for discussion and completely redrafted, on the basis of amendments submitted by constituents, parties and trade unions. This final version was then adopted virtually unopposed at a Regional Executive meeting in Camden on October 17.

The final document states categorically that "no child should be educationally prejudiced by virtue of his or her sex, religious, ethnic or socio-economic status". This commitment, which should logically lead to the abolition of all voluntary schools, is widely held to be a place of carless drafting. "We have no power to abolish these schools and I'm quite sure there's no way to abolish them on the part of most Labour voters," Mrs Ann Sofer, chairman of the schools subcommittee said this week.

Other new commitments added to the manifesto at the final stage include:

- reversal of this year's 4.2 per cent cuts (the earlier paper simply recognised they were "wrong")
- a cut in the price of school meals from 35p to 25p—the figure when the Labour Government left office—and no subsequent increases
- elimination of all streaming in secondary schools
- an increase in the proportion of mixed places in secondary schools to at least half in each division
- no redundancy of any teaching or non-teaching staff

In spite of their dissent for its contents, Sir Ashley and those of his fellow moderates seeking reelection next May must fight the election on it. But a Labour spokesman said this week that, according to the party's standing orders, ILGA policy after the election would be made by the new ruling group.

### Oxbridge awards

Worthing Sixth Form College should be added to the list of schools which obtained four Oxbridge awards in 1979, published in *The TES* on October 24. Three boys obtained scholarships to Cambridge and a scholarship to Oxford was won by a girl.



## NEWS

## Let youngsters drink, parents told

by Diane Spencer

Drunkenness among children could be reduced by giving them a couple of glasses of wine or half a pint of sherry with a meal from the age of 12, parents were told this week.

That was said by Mr Bill Saunders, director of the alcohol studies centre at Paisley Technical College, Strathclyde, children would learn appropriate drinking habits.

His remarks came at a seminar in Glasgow, shortly after the release of Home Office figures showing a 10 per cent increase in the number of drunkenness offences with the highest rate among 18 year olds. Mr Timothy Raison, a Home Office

minister, commenting on these statistics, said he was worried about the number of 15-year-olds and under found guilty of offences. The total of around 400 was much bigger than ought to be acceptable.

A recent survey published by the Office of Population Censuses and Surveys showed that drinking is starting at a much younger age. Of the youngest age group interviewed—15 to 18—the average age at which they began to drink was 16 compared with 20 reported by older age groups. About 70 per cent said they had had a drink in a pub before they were 18.

The Secondary Heads Association thought it was a good idea for

parents to take some responsibility in educating their children to drinking moderately so long as it was done with "a due sense of propriety". But they would be cautious in aligning themselves completely with Mr Saunders' proposal.

The Assistant Masters and Mistresses Association also thought the problem should not be left entirely to teachers. Both they and the National Association of Head Teachers said that under such drinking was not a new problem.

"I remember from my teaching days girls at night at desks on either side of the classroom," said Miss Joyce Baird, joint general

secretary of AMMA. Mr Peter Hellyer, one of the NAHT's assistant secretaries said alcohol was so ingrained in society that it hit the headlines less often than glue-sniffing or drug taking.

He thought that the increasing strain on staff caused by cuts in speeding meant that they would have less time for pastoral care of pupils, including any difficulties caused by drinking.

The National Association of Schoolmasters/Union of Women Teachers said that 10 years ago there were no cases reported of disruption or violence caused by drunken pupils but today there were a few.

## Restricted I level unpopular

by Bob Doe

There will be widespread criticism of the Government's plan to restrict the new Intermediate exam to those taking two A levels and to subjects like English, mathematics, science and foreign languages.

There is general support for a new exam but some have been objecting to the restrictions and would be allowed to take what they want.

The Schools Council, which is the Government's plan does not see the need for such a restriction.

The Council has written to the GCE boards asking them to make the new exam available to all pupils, not just those taking two A levels.

The Council thinks that the new exam should be a good target for the 30 per cent of A level students who pass only one A level or none and for some who take A level at all.

It also wants the new exam to include ancillary subjects not usually taken at A level, such as photography, building, classical civilisation and new work.

Though there have been local reactions to the Government's plan so far, various university college interests are letting it be known they are against the new exam.

A level and basic subjects will be the main focus of the new exam, says the GCE boards.

But not all the critics of the Government's plan go as far as the Schools Council. Some universities will expect a standard of a student's progress to be maintained.

Some were warning this week that the new exam might be a step back for higher education.

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## Sporting chance for jobless

by Bert Lodge

Wakfield education committee last week agreed to offer free use of indoor sports facilities to the young unemployed.

This will mean free admission to a sports centre at Knottley and swimming baths at Wakefield, Featherstone, Normanton and Minster. Another sports centre at Featherstone is excluded because it is heavily used by the local high school.

A paper prepared by Mr W. H. Wright, chief education officer, at the request of the committee, suggests that the privilege be limited to those between 16 to 19 who left school during the past academic year but have no job. But the scheme may be extended to any young person in that age group who is currently unemployed and living in the Wakefield district.

Free use of the facilities will be restricted to weekdays from 9 am to 4 pm in term time—the time those benefiting would normally have been at school. This will allow the general public their customary use.

A call to all local authorities to offer publicly owned sports facilities at cheap rates to the young unemployed has been made by the Central Council of Physical Recreation. After analysing sample costs from the country of taking part in sports, the council found charges had risen by 30 per cent in the past year, a figure well ahead of inflation, while young people's disposable income had not risen from £14.35 for 16-year-olds and £16.35 for the over-18s.

## Six-a-side entries

More than 5,000 primary schools have entered teams in the English Schools Football Association six-a-side championship.

Sponsored by Smith's Food Group, preliminary rounds have already started and the winners will have played in 40 games before they reach the final. This and the semi-final will be played as curtain-raisers to the England v West Germany under 15s international.

## OU likely to put price of learning up after DES warning

The cost of some Open University degrees will reach £2,000 if last week's announcement of a likely increase in fees from next January is implemented.

And more than half the offers of places the university is making for next January will be rejected, in some areas of study the rejection rate had already reached 48 per cent before last week's announcement.

A rise in tuition fees from £67 to £98 in January will increase in summer school fees from the present £62 would price an honours degree in science or technology at about £2,000, the OU said this week.

The probable increase in fees follows a warning to the university

## Union calls half-day strike protest against job losses

by Richard Garner

Members of the National Union of Teachers in Lincolnshire will be staging a half-day strike today in protest over cuts in staffing which could make 20 to 30 of their colleagues redundant in the New Year.

The county's secondary education committee has agreed to axe 333 teaching posts by the end of December. Letters have been sent warning teachers that their employment will be terminated by December 31, but redundancy pay will be £1,000.

Members of the National Association of Schoolmasters-Union of Women Teachers this week refused to cover for absent colleagues in 18 schools in the county.

Council officials said that discussions were going on to see if the number of redundancies could be reduced. The decision to axe the jobs had been taken because the council could not meet a pay award of more than 13 per cent this year.

Rises of up to 14.6 per cent were eventually agreed at arbitration.

Meanwhile, Haverford and Wakefield secondary schools have been asked to consider a possible reduction in staff.

With the book list for each science course costing £30-40, depending on the course, the OU said this week.

The probable increase in fees follows a warning to the university

under fire from the NUT for planning the "biggest cut in teaching posts of any county in England and Wales".

Already, councillors have agreed to axe a total of 345 teaching posts by next September, saving £2.5m in a full year. In January they will be considering a report which could cut another 300 jobs, saving £4.5m a year.

Officials believe they can save the need for redundancies, if they lose only 345 jobs. Their current turnover of teachers is about 400.

However, if the second cut is implemented, redundancies would be compulsory. Redundancies would have to be considered.

In Lincolnshire 300 jobs will go by August. In a report to the education committee, Mr Andrew Fawcett, the Director of Education, said that this could involve redundancies. However, officials believe they may be able to avoid this. The cut will save £1.5m in a full year.

So far, most local authorities have been able to cut jobs without making any teachers redundant, with the exception of Avon, where a handful were made redundant after cuts announced last year.

At a university are the estimated requirement for this type of degree and even if the present fee of £62 rises by no more than £10 this year, it will add about £50 to the total bill.

Travel to summer school, and in the regional tuition centre, plus the incidental expenses of studying at home such as cost of lighting, books, ink, postage, paper, are estimated at about £400. The amount paid out on an honours degree in science or technology will be nothing less.

Rejection of offers of a place among students who would start in January are also expected to increase if the proposed rise is implemented. The number of applicants for the 45,000 places for the 20,000-21,000 places the university is able to offer.

## High-speed degrees on offer

A degree in 18 months is now possible of some institutes of higher education.

In a further attempt to meet the serious shortage of maths and physics teachers, the government has agreed that first-term courses leading to a Bachelor of Education degree may be available for suitably qualified people.

The sort of candidate in mind would be a mature person with at least the standard of Higher National Certificate in engineering, science, physics and may have been made redundant or be looking for a change in career.

The latest course to be recognized will start in January at Crewe and Alsager college of higher education. Dr Ian Roberts, admissions officer, said they were hoping to provide for about 20 students initially.

"We expect to be able to fit them in with the current BEd course."

The Department of Education said no general approval for 18-month courses existed but, if individual institutions submitted programmes which satisfied the validating body the DES was prepared to examine them.

For some courses a 48 per cent rejection rate has already been recorded. Students are expected to pay the first third of their course fee before starting in January but are not required to pay the remainder before the first term starts.

This "probationary" period usually produces a drop-out rate of about 25 per cent.

Mr Kevin Maloney, chief press officer, attributed the high rejection rate to the economic retrenchment affecting everybody. He thought the intake this year could finish up at no more than 20,400.

"If we can't get enough to accept and we can't go on an offering and we have the feeling that the intake is little by little being shrunk."

Though there have been local reactions to the Government's plan so far, various university college interests are letting it be known they are against the new exam.

A level and basic subjects will be the main focus of the new exam, says the GCE boards.

But not all the critics of the Government's plan go as far as the Schools Council. Some universities will expect a standard of a student's progress to be maintained.

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## NEWS

AMA education conference. Reports by Sarah Bayliss

## Talks on conditions 'are threatened by 6% limit'

Agreement on conditions of service for teachers and local education authorities has been threatened by the Government's 6 per cent pay limit, warned Mrs. Mary Harrison, chairman of the Association of Metropolitan Authorities education committee.

Addressing the sixth annual conference of town and city education authorities in Liverpool, Mrs. Harrison said progress had been made in talks to define the teachers' work and to progress must continue to be made. Co-operation from the teachers' side was "absolutely essential", she said.

"Yet now a threat hangs over us. How are we to expect teachers to co-operate if there is a totally unrealistic pay situation?"

"An incomes policy would be a good thing. But it is impossible when the Government says that there is only 6 per cent cash available, and this pretends that it has no responsibility."

"When they then pretend that local authorities can 'negotiate' pay under such restraint and expect the unions to accept this, it is a totally false word. It is too early to say what will happen but I can only be fearful."

It also wants the new exam to include ancillary subjects not usually taken at A level, such as photography, building, classical civilisation and new work.

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Mrs Harrison said the Government was expecting local councils to do more and more on less and less money. It seemed all too likely that the Cabinet would go down still further and education would be bound to carry the major share of cuts.

The one bright spot was the Manpower Services Commission which would have increased resources "so frightened are the Government about youth unemployment".

She reminded the conference that four years ago it had objected to the MSC saying it was just another quango; but delegates this year had given wholehearted support to working with the MSC and helping the young unemployed.

During the main debating session a Sheffield motion supporting the MSC, calling for maximum co-operation and urging more Government resources for the 16-18 age group, was carried by Labour delegates from 33 big towns and cities.

Call for more funds to implement the Warnock Report and condemning the severity of cuts in the public education system were also carried by the Labour majority.

Mrs. Angela Rumbold, leader of

the Conservative opposition, said she did not believe the Education Secretary was a "willing partner" in the Government's cuts, but it was "very important to point out to him that the cuts being introduced are having a very serious effect on the education service".

Labour members pledged they would only co-operate with the Government's assisted places scheme so far as required by law. They would neither publicize it nor agree to pupils transferring from maintained schools to 16-plus to enter sixth forms of independent schools.

A motion from Conservative Richmond calling for the power in charge for nursery education was defeated. Mr David Marlow said he would rather charge parents a small fee than see the service cut back.

A controversial motion questioning the AMA's co-operation with the Tory-controlled Association of County Councils was referred to discussion to the education committee since time ran out.

Other resolutions referred back concerned support for the Cerrillate for Extended Education, mandatory grants and full or part-time education for all over-16s.

Mrs. Angela Rumbold, leader of

## Wasteful policy

In an address on falling pupil numbers, Professor Eric Braithwaite pointed to financial waste in authorities which allowed schools to shrink and function half-full.

He knew of one chief education officer who three years ago had valued each school place at £60 a pupil. A school built for 2,000 pupils with only 1,000 pupils in it was losing an i.e.a. £60,000 a year.

And yet where parents and teachers campaigned hard, the Secretary of State had refused to let local authorities close shrinking schools. Professor Braithwaite, who as visiting professor at Sussex University has studied 20 secondary schools with falling rolls, knew of a school built for 2,000 pupils with only 380 children in it which Mr Mark Carlisle had decided should stay open.

The facts are totally at variance with the myth. And the myth itself reveals misunderstandings which could stand in the way of exploration of the full possibilities of local radio. In one respect it is admittedly true that BBC and independent local radio offer different kinds of service. Some of the BBC stations are not strictly local. The output from Norwich, for example, can be plainly heard in many parts of Essex, as well as Norfolk and Suffolk. The Solent service is actually intended to cover both Portsmouth and Southampton, two very different towns.

For the rest of the day, if a listener remains tuned in to the local frequency, all he gets is Radio 4, or Radio 5, or Radio 6, or Radio 7, or Radio 8, or Radio 9, or Radio 10, or Radio 11, or Radio 12, or Radio 13, or Radio 14, or Radio 15, or Radio 16, or Radio 17, or Radio 18, or Radio 19, or Radio 20, or Radio 21, or Radio 22, or Radio 23, or Radio 24, or Radio 25, or Radio 26, or Radio 27, or Radio 28, or Radio 29, or Radio 30, or Radio 31, or Radio 32, or Radio 33, or Radio 34, or Radio 35, or Radio 36, or Radio 37, or Radio 38, or Radio 39, or Radio 40, or Radio 41, or Radio 42, or Radio 43, or Radio 44, or Radio 45, or Radio 46, or Radio 47, or Radio 48, or Radio 49, or Radio 50, or Radio 51, or Radio 52, or Radio 53, or Radio 54, or Radio 55, or Radio 56, or Radio 57, or Radio 58, or Radio 59, or Radio 60, or Radio 61, or Radio 62, or Radio 63, or Radio 64, or Radio 65, or Radio 66, or Radio 67, or Radio 68, or Radio 69, or Radio 70, or Radio 71, or Radio 72, or Radio 73, or 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## School to work

### Councils may take over jobless aid schemes Reshaped YOP on the cards

by Mark Jackson

Staff cuts may force the Manpower Services Commission to hand over the running of the youth opportunities programme and other Government measures for the young unemployed to the local authorities. Leaders of the Association of Metropolitan Authorities, which represents the big city councils, are meeting MSC officials later this month to discuss the plans—reported in last week's *School to Work*—to expand YOP and start turning it into a serious programme of education and training. The AMA representatives will suggest that activities so as to staff the reshaped programme, the commission should let the authorities run the scheme as its local agents.

The local authority team will argue that the education service is already doing most of the practical work, with its careers departments arranging work experience schemes with employers and placing youngsters in the programme, while colleges are providing education and various kinds of training courses. They will suggest that an MSC relatively simple for each education authority to take over complete

responsibility for coordinating these activities with other YOP and STEP schemes in its area, some of which are already being run by other council departments and others by youth organizations in contact with the local authority youth service.

The AMA is prepared to share the running of the scheme with local voluntary bodies, representatives of employers and the unions, and of the unemployed youngsters themselves, along the lines proposed by the National Youth Bureau, who want responsibility for planning and operating the schemes in the hands of a local consortium headed by the local education authorities.

More controversially, the proposal would mean local authorities accepting Government money through the MSC to provide specific education services: it was the authorities' insistence on maintaining their right to decide how they would actually spend any money allotted to them under the RSA which, more than anything else, persuaded the last Government to entrust the Youth Opportunities Programme to the MSC. The commission can carry out its original administration to deal directly with colleges, as well as with em-

ployers and voluntary bodies running schemes and courses for the youngsters.

But, faced now with a Government demand for a further 8 per cent cut in its staff—earlier cuts have been among the heaviest in the civil service—the commission is likely to see the proposal, which would eliminate much of its YOP, as a possible alternative to some more organizing choices. Among the fairly desperate measures it is having to consider is closing down the 27 employment rehabilitation centres, which train the disabled, including many young people, to earn their living.

The commission's special programme division is already resigned to the idea that it will have to relax its tight bureaucratic control of the YOP schemes in order to avoid a big increase in MSC staff when the programme expands next year.

If the commission agrees to the AMA proposals, it will almost certainly make a virtue of necessity and say that the programme has reached a stage where the commission can carry out its original intention of putting the scheme under local control.

### FE Unit challenges national training boards

The Further Education Unit, the Government agency set up to develop the curriculum, is challenging the training structure run by employers and the unions.

The unit is calling for combined education service and industry bodies to organize training locally, independently of the industrial training boards and other national arrangements.

The body set up by the Manpower Services Commission to review the 1973 Employment and Training Act for the Employment Secretary, which consisted mainly of representatives of the boards and of employers and unions, has just endorsed the existing structure. The FEU is now publicly backing a minority report by the only further education representative on the review body, Mr Dai Edwards, former principal of Rotherham college of technology.

Mr Edwards proposed that the responsibility for working out the requirements for trained workers should be given to new local boards made up of education authorities and industry representatives who would be responsible for coordinating colleges and industry training facilities. The Manpower Services

Commission would be required to provide funds for training programmes, which would also cover the young unemployed.

In its formal comment, the FEU says that the review's recommendations would not provide a strong enough coordination between education and training systems, so that it has "considerable sympathy" with Mr Edwards's report.

In a speech at Manchester at the weekend, the unit's director, Mr Jack Mansell, called the review appointing, and said the FEU was questioning the effectiveness of the mechanisms it suggested. To produce young people with the flexibility and the transferable skills needed in a world of rapidly changing employment would require much more radical changes in the training system.

He repeated calls already made by the FEU for a national training scheme available to all youngsters, and said it would require a national development programme for all concerned with the instruction of 16 to 19-year-olds, whether in education or training, and for a hierarchy of education and training advisors with authority to promote liaison.

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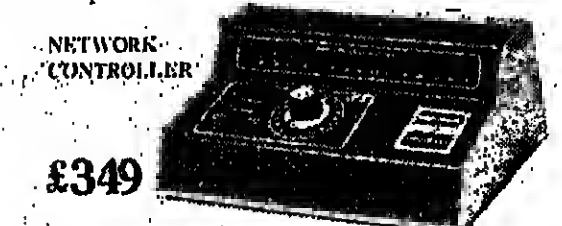
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### Careers service 'hinders race bias work'

Careers services in many parts of the country are hindering Equal Opportunities Commission efforts to stop employers discriminating against black youngsters, the commission's staff claim.

"We are certainly not getting all the cooperation that we would like," an official told a press conference at the commission's London headquarters. Some depart-

ments would not report employers who persistently refused to take on qualified black applicants, said Mr Cecil Williams, the commission's employment promotion section. She said that the reason for the lack of cooperation was obvious — the departments were afraid of upsetting relations with employers.

A conference was called to announce a report on a study of

job discrimination against young blacks in Nottingham. It found that nearly half of the 100 firms listed in the two years study turned down black applicants in favour of white candidates with no better qualifications or previous experience, and that in more than a third of the cases the employers rejected the equally qualified blacks and interviewed only the white candidate.

## NEWS

### 'Give language its place, but don't say linguistics'

by Bob Doe

Lessons in language—not just English or French, but language—should be on the timetable, a conference in London heard last weekend.

Mr Tony Tinker, a teacher from Southlands Comprehensive School, Reading, told a meeting of the British Association of Language Teachers that language courses were needed to complement the existing courses of foreign and mother tongues.

"But don't call it linguistics," he warned. "The word frightens people, and they won't know what you mean. Call it language studies."

More awareness of the form, structure and acceptable variety of language could lead to more efficient use and, language studies could provide common linguistic terminology for the school and a basis for the language policies the Dillcock report said every school should have.

Understanding how language was acquired was also a valuable preparation for parenthood.

Language studies could combine the common elements of both English and foreign language teaching and perhaps even replace modern

languages altogether in the first year, or two of secondary schooling.

Mr Barry King, Somerset's adviser for modern languages and English agreed that collaboration between these departments was rare and few language policies had progressed beyond peripheral issues like spelling.

In one middle school he found the third year French syllabus said "introduce the concept of the verb". The fourth year English syllabus said "introduce the concept of the verb". Pupils found the different approaches confusing, he said.

"But he did not want language courses introduced as a way to force English and modern language departments together."

In both areas of the curriculum he wanted to see language used that was more meaningful to pupils. Translating sentences like "Fetch a clean towel and send for the vicar" offered little relevance and few of the contextual clues were important to the less able.

"Foreign languages are looked upon perceptively by kids as dead languages like Latin," his conclusion.

### Survey shows poor prospects for black teachers

Black teachers suffer from prejudice and discrimination in their schools, claims a south London teacher who came to Britain from Jamaica in the 1950s.

Norma Gibbs published a booklet last week based on a survey of some 100 London teachers of West Indian origin, which says some had met over 20 attempts to get promotion. Half the teachers she questioned were on scales 0 or 2. One said he had actually gone down the promotional scale since he came to Britain.

Ms Gibbs says education authorities should monitor the progress of black teachers to ensure an effective equal opportunities programme is pursued, according to the Race Relations Act. She also calls for a national organization for black teachers.

West Indian Teachers Speak Out, Lewisham Council for Community Relations, 48 Lewisham High Street, London SE13 5JH. 70p, plus 20p for postage.

### Cheaper meals may be offered to pull the customers in

Northumberland is considering cutting the price of school meals to attract more customers in its first schools.

Parents of nearly 20,000 first school children will be asked before the end of term if their youngsters would take school meals if the price would drop from 10 pence to 5p.

The only catch is that, at the same time, the menus would be changed from traditional roasts and home-made puddings to convenience food and fresh fruit.

The authority needs to save money on meals as well as increasing custom. At present only 5,000 first school children have school dinners compared with just under 17,000 a year ago.

### Third World teach-ins blocked

The Government last week turned down a plea for continued public support of projects designed to teach about development issues, even though a report now on the desk of Mr Neil Martin, Minister for Overseas Development, shows that private funds for such work will be forthcoming only if government money is also provided.

Last autumn the Government decided to run down a substantial fund for backing efforts in education about third-world issues. Two hundred grants were in operation in October, 1979, but will be reduced to four by March, 1982.

Last week, representatives of Oxfam, Christian Aid and the Catholic Fund for Overseas Development met Lord Catterick, the Foreign Secretary, and Mr Martin, to protest about cuts in British aid and to ask for continued support for development education. They were told that the Government could not find more money for education about development.

But the development education lobby is still hoping to save two national programmes, the Scottish Education Action for Development and the Centre for World Development Education.



## NEWS FEATURE

Big changes in the way the Government shares out money for education between local authorities will result from a new law aimed at controlling total spending by local authorities.

For the first time local councils are to be told by the Government how much they should be spending on education and may be penalised if they go too far over the mark. This will be one of the main effects of the Local Government Planning and Land Act, which introduces a new system for deciding how much central government subsidy each local authority will get.

## How education spending is set

Education is the biggest and most expensive of all the services run by local government. No council, however rich, could pay for it solely out of the rates, so the Government makes a yearly grant out of taxpayers' money.

However much or little Government money it gets, a council is free to make up the difference or expand its total budget simply by putting up its rates to the necessary level. There are no legal limits on how much a council may raise its rates. Until recently electoral unpopularity was considered a sufficient incentive for local authorities to control their spending. But the new Act for the first time introduces financial penalties for councils that raise their rates too much.

A council has not only been reasonably free hitherto to fix the size of its total budget, but it can also decide what proportion to spend on each of its services, from education to housing to libraries. Though the central government grant is worked out on the assumption that certain shares will go to each service, each council has had some freedom in the past to disregard the assumption.

In practice however no council has ever been able to squander all its money on gold-plated official cars. Many local services have to

Under the new Local Government Act which became law last week:

- each local authority will be told how much to spend on education
- this figure will be strongly influenced by the amount of social disadvantage in the area, particularly the number of immigrants

## Block grant: beginner's guide

Report by Philip Venning

be provided by law, to standards that are laid down nationally.

There have to be schools for all children aged five to sixteen, for example. Teachers cannot be paid less than the Burnham scale. Until this year schools had to run a meals service which charged fixed prices. But within these obligations local councils still have considerable choice over how they spend their budget.

So the extent to which a local authority decides to cut (or increase) its education spending depends on three things: how much it gets from the rates; the size of its central government grant; and the priority it gives education compared with other services.

## How the grant is fixed

Every year the Government publishes a public spending White Paper, which indicates how much should be spent by both central and local government in the next financial year. Present Government policy, as revealed in the last White Paper, is that defence spending should rise but education spending should fall. The White Paper also reveals more detailed policy decisions, for example, that the number of teachers in schools should decrease but not as fast as the

projected drop in pupil numbers. Because schools are run by local authorities and not by the Department of Education, the Government cannot simply impose these cuts as for example. All it can do is state the assumptions behind the grant it gives to local authorities.

During the following months groups of civil servants and local authority officials meet to work out what total local authority spending is likely to be in the next financial year, in the light of the White Paper. This sum is then argued over by the politicians—by local authority representatives and the Government—and the final agreed figure is known as "total relevant expenditure".

The next step is for the Government to announce, as it will in a fortnight's time, what proportion of this total it will pay for with its central grant, and how much local councils will have to find out of rates or charges (such as council house rents).

The final step is for the Government to decide on "cosh limits"—how much it will reimburse local councils for new and price rises in the coming year. Two weeks ago the Government took the unprecedented step of announcing that it was only willing to finance wage rises for local council workers next year at an average of 6 per cent. Local councils can, of course, pass more, but only by cutting services, by genuine productivity deals, or by raising the rates.

## How the grant is shared out

The most difficult and controversial part of the whole system of local government finance is how the central government grant is shared out between individual local councils. If every council was given an equal share of the money, or a set 60 per cent of its bill, the standard of local services would vary so wildly as to be unacceptable.

Schools in one area might have tiny classes, the best teachers, and lavish books and equipment, while those in a neighbouring area might be desperately short of money.

The total sums raised by the rates differ hugely between rich and poor areas. The "rateable value per head" (a measure of an authority's potential income from rates) was £53 in mid-Clarendon in 1975-76 compared with £230 in Hillingdon, for example. In addition many authorities, often those with a low income from rates, have special local circumstances, such as a high concentration of immigrants or old people.

By adjusting the size of the grant each local authority receives, the Government tries to even out these differences. But finding a fair way to do this is a difficult task. As a first step the Government decides how much of the grant will be a straight subsidy to domestic rate payers in each area (commercial rate payers get no such help. This is a simple political judgment.

## How the old system balanced needs and resources

Up to this point, the system remains unchanged. Until last year the rest of the grant—about three quarters of it—was further divided into the "resources element" (50 per cent), and the "needs element" (50 per cent). The resources element was to help councils with a much poorer housing stock than their own. The needs element was to balance social and demographic differences between authorities.

The resources element was to be any authority whose rateable value (measured by its rateable value per head) was below a certain level nationally fixed rateable value per head. With the exception of a few richer London boroughs, and a few other authorities, most received some money under the heading. A few received a lot.

The most complicated and controversial part of the old system was the needs element. To find which sets of local conditions merited a local authority a disadvantage and in need of extra money, officials used an elaborate statistical-and-error technique (known as multiple regression analysis).

This tried to prove relationships between certain factors, such as number of pupils of primary or secondary age, and the level of spending in the past. The aim was to distinguish between what an authority was entitled to spend, and how much it actually spent.

The objections to the old system were many. First, it had become complicated that no one understood it well enough to discuss it properly. Second, it was claimed that the system automatically rewarded authorities which spent freely and penalised those that were frugal.

Third, the old system, for all its statistical sophistication, was on political assumptions. It asked: how much for "needs"? How much for "resources"? How much for London (which was a special case), and so on?

## Three different ways of calculating a council's special needs in primary and secondary education

Option A	Option B	Option C
Weighted adjustment based on the assumption that 1/3 of the cost of children in special needs is met by the central government.	Weighted adjustment based on the assumption that 1/3 of the cost of children in special needs is met by the central government.	Adjustment based on the assumption that 1/3 of the cost of children in special needs is met by the central government.
(a) prediction of each authority's special needs from a straight analysis of the data on special needs.	(a) prediction of each authority's special needs from a straight analysis of the data on special needs.	(a) prediction of each authority's special needs from a straight analysis of the data on special needs.
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needed that extra educational help (and therefore spending). These were: the number of children who were non-white; receiving free school meals; living in poor households; living in bad housing; from one-parent families; and from big families.

The three formulae that were eventually examined in detail attached different weights to these factors, and the Department of Education then looked at how one of them—their preferred formula—would work out in practice. This formula (known as option A) is the most certain, the one finally accepted by the Government, though this will not be confirmed until the rate support grant is announced shortly.

This formula puts particular emphasis on social factors, and most categories of all, gives double weighting to immigrants. Last week the DES was accused by Tory local government leaders of favouring a racially biased formula that would give too much money to areas with a high immigrant population at the expense of the rest of the country.

Should the nursery school element be the total number of three and four year olds in the local authority (this is the formula for nursery education, whether any is provided or not), or the total number actually in nursery schools? The former would benefit county councils with minimal nursery education; the latter benefit urban councils with a high proportion of children in nursery education.

The biggest difficulties occur over the special needs. In the case of education, the education working group decided to start from the basis of the Weymouth Report which suggested that between 15 and 20 per cent of children needed some kind of special educational help. They then set out six social factors that might identify which children

## Education may benefit

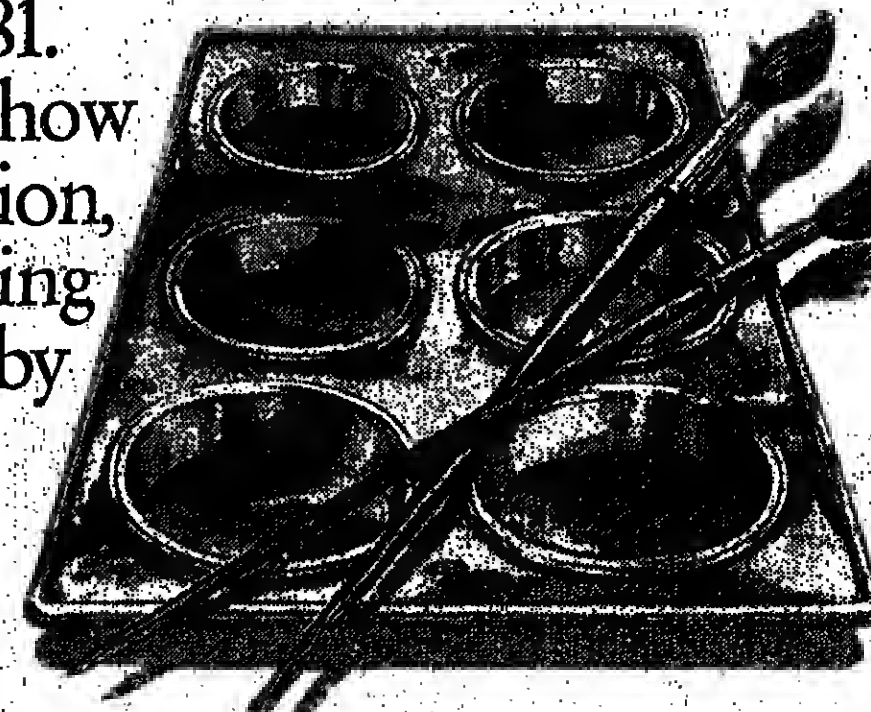
Though the detailed operation of the new system is still unpredictable, it seems more likely that the formula will be to the overall advantage of education.

# Isn't it time you showed your class?

If you have talented young artists in your class, now's your chance to show their work at a major gallery. Organised by Cadbury, the 34th National Exhibition of Children's Art invites entries from children in four age groups ranging from under 7 to 17 years of age.

Painting and craftwork will be selected by a committee under Dr. Harold Riley for showing at galleries throughout Britain between September 1981 and spring 1982. Awards to the value of £2,500 will also be made. And the closing date for entries is April 25th, 1981.

For more information on how to show your class at the exhibition, please contact: Granby Marketing Service Ltd, Orient House, Granby Row, Manchester M1 7AU.



## Cadbury's National Exhibition of Children's Art 1981







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## LETTERS

### Punishment, work, duty or service?

Sir.—Reading recent articles in *The TES* I sometimes have to ask myself "What the hell is community service, anyway?" It used to be a simple concept of young people undertaking community tasks voluntarily, especially in the field of helping those less fortunate in society, such as the elderly or handicapped. Recently there has been an explosion of agencies and provision with an emphasis on young people working in the community.

Many schools now have a community studies course which relates knowledge and information to practical visits and personal involvement although some schools still abuse the notion by sending community studies as a way of getting rid of "wasteful" classes for an afternoon.

Intermediate schemes and community service under are on the increase and will continue to be if the Government's White Paper to reduce the age of eligibility from

17 to 16 is accepted. Both these schemes may be preferable alternatives to burst or detention centres but they have the unfortunate effect of emphasising the penal element to "community service".

The more recent unemployment crisis has seen the MSC promoting a significant number of community service placements under the Youth Opportunities Programme where young people are paid for their "service" to the community.

So what have we got now? The suggestion of a compulsory national community service. Great! Does anyone know where all these opportunities are which will provide an appropriate experience for young people and their community? Will it be regarded as punishment, work, duty or "service", whatever that now may mean?

I happen to believe that learning about one's community is an essential part of the education process and that having an opportunity to voluntarily make a response to it is

the right of every young person whether it takes the form of giving service, political action or apathy.

At the moment we face two major problems, the first is the reduction of suitable opportunities for involvement in the community partly due to the proliferation of "schemes", the second is the inhibiting factor on young people who may be labelled delinquent, unemployable or under compulsion when they wish to undertake community service voluntarily.

I register a positive negative to Mr Deryk Brown's notion of conscripting all school leavers to community service and the similar notion promoted by those who pre-emptively call themselves "The Commission on Youth and the needs of the Nation". I wonder how old they all are.

JOHN TATE,  
55 Station Road,  
Woodhouse,  
Sheffield.

### No final answers on screening

Sir.—As the guest editor of the latest issue of *Remedial Education* and as co-author of a recently published book on identification and follow-up of learning difficulties, I should like to comment on Mr Doe's dramatically titled article "The TES of October 31 (page 5) 'Early warning screening', a resounding flop".

Mr Doe's style of reporting is totally typical of brief journalistic incursions into matters of which he is not an expert. It is superficial and misleading.

In the case of "early warning screening" the topic is a complex and unresolvable issue and cannot be reduced to a simple "yes" or "no" answer. The development of screening approaches in this country is taking differing theoretical and methodological stances, which is that one essential aim has been hypothesis-testing.

This is precisely what Rennie has done in one lecture for every report showing one way there are counter-reports indicating reverse findings. In a wider context, the American and Canadian experience confirms the fact that there are no "final" answers to personal how during the past years of involvement with the screening approach in one of London boroughs is that among other techniques, the use of useful and not-unusual information gained from the implementation of such a system, educationally, continue to evolve and refine learning systems so that the screen will not eventually be necessary.

As it is, even at present, the examples of screening systems that are linked in with practical methods (with which educationists have concluded his article) in so doing, the predictive validity of the identification procedure is potentially reduced.

The hottest debating issue within the area of screening is the prediction of which is "having" identified a child as high risk, a teacher is obliged to intervene, thus limiting examination of the long-term predictive validity of the instrument.

Mr Doe hints at the importance of this in quoting Rennie as recognizing that "very high error rates could be partly to the effective remedial measures taken by individual schools as a result of the screening". This is the crux and the only point of screening as a result of the identification procedure.

The screening of children as a result of the identification procedure is a complex issue and one which is not easily resolved. It is a complex issue and one which is not easily resolved.

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## LETTERS

### Prep school pressure: why stay at the job so long?

Sir.—I am sorry for Mr Jill Robinson's article "The TES of October 31". She had so clearly been a square peg in a round hole.

The school in which she taught was one of the best in the country. It was a school in which the boys were better than the way of the school in which Mr Robinson taught. It was a school in which the boys were better than the way of the school in which Mr Robinson taught.

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steff I guess two-thirds have never set foot on a touch-line, let alone taught rugby. Even the boys are more likely to do doing ecology or electronics or music if they do not happen to be games-enthusiasts.

It is not so much that our way is better than the way of the school in which Mr Robinson taught. It is not so much that our way is better than the way of the school in which Mr Robinson taught.

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Sir.—In the edition of October 31 you printed an article by Jill Robinson on prep school pressures. The author's wholly negative impressions of the school make one wonder why it took her more than three years to make up her mind. Does she not feel any loyalty to the head, her colleagues and the boys? Presumably she did not tear up her salary cheque at the end of each month.

C. L. KIRCH,  
Head Teacher,  
Wootton Bassett,  
Wiltshire, Wiltshire.

Sir.—What a joy to read Jill Robinson's article "The TES of October 31". The only unfortunate thing was the title with its hint that there is an "acceptable" face to private education. Unfortunately perhaps, but possibly not the authors choice of title as Jill Robinson writes to disprove the theories that have been perpetuated recently on the "changes in private education". How nice to hear an insider's view illustrating the opinions which a lot of outsiders have had for some time—the fact that there is indeed very little change in the private education system. The old socially

divisive ideals of "winning being the most important thing", "grading within each class" and "rugby taking priority over attendance in class" are still inherent in the ethos of the private school.

In *The Observer* of October 2, former Scotland rugby international Ian MacLachlan underlines the final point (and he should know) contending that in later life rugby players can take the jobs in insurance and banking simply because they were good rugby players. It may be of course but coincidence that many of these rugby players just happened to learn their rugby in Scotland at my rate, in one of the Glasgow or Edinburgh fee-paying establishments.

It is not the children who should sit tests for entry to a private school but the parents who should be questioned on their motives for sending their off-spring to a 10 year regime to make them feel, in the words of Jill Robinson, that the ability to "show manners, consideration or grief are not worthwhile qualities" in the world in which our children compete in the year 1980.

J. FINDLAY FERGUSON,  
7 Honeyloose Drive,  
Tweedbank,  
Glasgow.

Sir.—An advertisement appeared in the October 10 edition of *The TES* page 35, proclaiming a half price geography sale. We feel it necessary to clarify some points over which confusion might arise.

The prices shown as "Normal" are those of the advertiser and not the normal prices of the publishers. Only one was less than the publishers' price, three correct and the remaining five higher.

Two of the publications listed are joint publications by John Bartholomew and Holmes McDougall and not solely published by the former as implied in the advertiser's text.

Finally, the advertiser failed to indicate clearly that the offer only applied while their stocks last. We can assure the users of our material that the continuity of their availability is in no way affected by the advertiser's statement.

DAVID A. ROSS-STEWART,  
Managing Director, John Bartholomew and Holmes McDougall,  
Duncraig Street,  
Edinburgh EH9 1TA.

We might as well admit that the remedy for elitism is not to be found in concocting new examinations. It is the nature of exams to be academic, and if we are ever again to be a successful, confident nation, we don't wait more of that.

JOHN KIRKHAM,  
17 Bellvue Lane,  
Grantham, Lincs.

Recruiting for high standards

Sir.—I am not certain whether Mr Eastwick's letter (October 31) was meant to advertise the fact that North Riding College is recruiting badly but this was the impression I gave.

I would like to point out, however, that with the welcome of recruits we have with a scramble for high standards. Thriving institutions also take each individual application very seriously.

B. A. JAGGERS,  
Senior Tutor,  
Faculty of Educational Studies,  
Oxford Polytechnic.

When beanz meanz bats

Sir.—On returning to school in September, following six weeks of soaking up the English summer, and an suitably depressed, I was overjoyed, as I am sure were many others in the teaching fraternity, to find that in these times of "bolt lightning" and "budget trimming" industry, with a capital "S", was lending a hand with the provision of school equipment. I refer, of course, to the Heins Schools Foundation's "Help Your School Get The Things It Needs", or, as it has become known, "the Sir, if I Eat Another Bean I'll Bust" campaign.

The details of the campaign are freely available, but in simple terms, the idea is that Heins will exchange educational equipment for their labels, or certain labels, because at least half of them must be accompanied with a picture of Scunthorpe's favourite son, Kevin Keegan.

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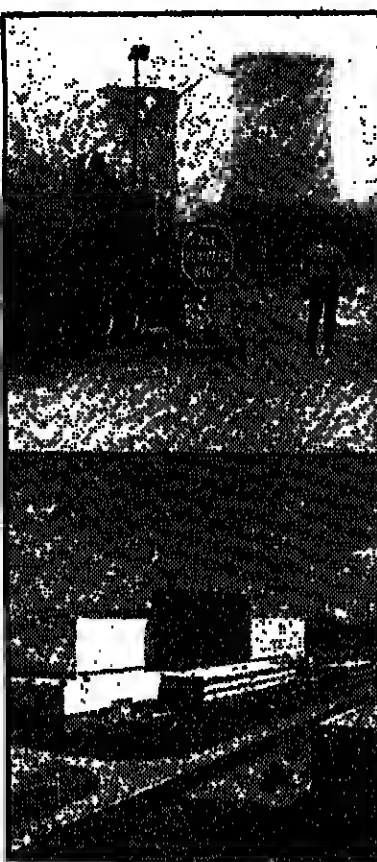
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## Science diary

John Maddox

### Power struggle



Above—a trailer delivers heavy plant to the Three-Mile Island power station shortly after last year's accident. Below—the prototype fast reactor at Dounreay.

The debate about the rights and wrongs of building nuclear power stations in Britain has always been more genteel than that in the United States, but there is nothing to suggest that it is better conceived. Indeed, I sometimes think it might be better if we in Britain had one of those old-fashioned mud-slinging debates on the American style rather than the curiously patched-up compromise that has helped to take the sting out of the debate on this side of the Atlantic.

With the passage of time but especially in the past ten years, the argument for nuclear power has subtly changed. In the old days, say the early 1960s, the case was subtly different. Nuclear power was cheaper than conventional sources of energy, and was likely to become even more advantageous with the introduction of breeder reactors and the increasing cost of oil and coal. Nuclear power stations, built then have turned out to be a boon for the electricity utilities which own them.

Nuclear power is still cheaper than the alternatives—especially oil—but the economic advantage is not nearly as decisive as might be thought from the relative changes in the price of oil (up sixfold) and uranium (up twofold). For the capital cost of building nuclear power stations is (or used to be) greater than that of conventional stations, and much of that cost is energy dependent. The result is that capital costs of nuclear power stations have increased quite dramatically (up three or fourfold in real terms).

At the same time, however, people have at last been persuaded that there are strategic and political reasons for seeking a greater degree of independence from oil imports. In a sense, this cost of the alternative to buying from OPEC is immaterial, for as long as oil purchases remain at or near their present levels, the industrialized states of the world (not to mention the developing countries) will remain vulnerable to the threat of economic disruption on the pattern of 1973 and 1978.

So it would now be logical for the industrialized states to be building as many nuclear power stations as they can afford. France, for what it is worth, is doing precisely that. Elsewhere, the record is not so cheerful. In Britain, the Central Electricity Generating Board, is about to place its first order for a nuclear power station in ten years—an advanced gas-cooled reactor station to be built at Heysham in this northwest. The enthusiastic German building programme of ten years ago has been given pause by the local environmental movement. And in the United States last year's accident at Three-Mile Island has brought the flow of new building orders to a halt.

The British predicament seems to me to be especially absurd. In the hope of forestalling trouble from the opponents of nuclear power, the Government—strictly speaking, the previous Labour Government—undertook that novel kinds of nuclear power stations would not be built in Britain without holding a full-scale public inquiry in advance. Since 1972, the Central Electricity Generating Board has wanted to build at least one and possibly several pressurized water reactors of the general type that went wrong at Three-Mile Island.

There is now to be a public inquiry about the wisdom of the proposal beginning in mid-1982. With luck, the inquiry should be complete by the end of that year, an order for the power station at the beginning of 1983 and the reactor opened for service before the end of the decade.

But the Government has also agreed that it will not permit the building of a full-scale reactor (along the lines of the 250 megawatt machine that has been working for the past eight years of Dounreay in Scotland) until there has been a public inquiry on that proposal. Since exactly the same people will be involved in both inquiries, and since they are at present up to their eyes in preparations for the first, it seems to be taken for granted that a fast-reactor inquiry could not be held before the end of 1982, perhaps even not until the beginning of 1984, and that the construction of a nuclear power station could not begin until five years from now at the earliest.

actor of the same type somewhere in Britain.

Similar arguments apply to the building of the first full-scale fast reactor, except that in this case the prototype machine has been working well in Scotland for a long time and, in my opinion, however, the need for a full-scale fast reactor is not more urgent, for the demonstration reactor is merely to show that the technology actually works, and that it is a power counter in any future negotiations with OPEC states about the price of oil.

It would therefore be well worth while if the Government were to speak, to renegotiate its implicit agreement with the nuclear objectors to hold public inquiries on these two projects before they begin. In each case, there is a reason why the building of the machine should entail the building of a whole string of carbon-copy machines. The first is merely to show how easily the machines can be built, how well they work and how much (or how little) the electricity they produce will cost.

No doubt there would be room if the Government elected to take such a course. Plainly, however, it would be better for all concerned if the nuclear objectors had some substantial to get their teeth in. As things are, they have nothing better with which to occupy themselves than the series of objections to local planning authorities against the siting of exploratory sites, operations being undertaken at half of British Nuclear Fuels Ltd waste disposal subsidiary of the Atomic Energy Authority) to cover rock deposits suitable for long-term storage of radioactive waste.

The good sense of these proposals is obvious. One would have expected that those who are suspicious of nuclear power would have been a hard-headed programme of research and development needed to dispose safely of radioactive waste. After all, the sixth report of the Royal Commission on Environmental Pollution (the Floor report) was firm in its declaration that one of the most urgent needs of the country was the demonstration of a safe method of disposing of nuclear waste.

Although the present hope is that it will be possible to solidify the waste in blocks of glass and to throw them away in caverns in the ground, it remains to be seen whether the plan will really meet the objection to it.

By opposing the strictly exploratory phase of this programme, the objectors to nuclear power are, of course, implying that they do not want to see the safety of nuclear power demonstrated in any circumstances. By doing so, they give the game away. The objectors appear simply to obstruct. To the ground, it is hard to see why the Government should feel bound by its predecessor's commitment to public inquiries on two new reactor types when the outcome will be to postpone a proper evaluation of what nuclear power might accomplish in Britain for at least ten vital years.

In the  
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this week

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Michael Foot's heroes

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# More than a million words

Many GCE and CSE exams now take in course work, as well as

final examination scripts—with proven

and valuable results, argues Jim Sweetman. But there is a danger

that the course work system will be

drowned in its own success: radical reforms are needed.

Examinations which use coursework folders or folios (this terminology is interchangeable) for part or all of their final assessment are proliferating. And while examinations of this type are inherently valuable they are in danger of becoming unmanageable, as teachers and examining boards alike are awash in a mass of A4 paper and manilla files.

This year my school entered 150 children for CSE English Literature. Each pupil's folder has to contain at least 15 pieces of work and each piece must be at least 400 words in length. Four of the pieces must be of at least 600 words. Thus the minimum folder length is 6,000 words and since most candidates exceed this minimum, for fear any one of their pieces may be discounted for any reason, even the slimmest folders contain about 7,000 words. The result is that, in the week leading up to the beginning of May, six teachers moderate and assess just more than a million words of handwritten text.

This is just one examination in one subject. There are now a multiplicity of syllabuses which employ coursework to the same degree. The scope of the folder-work varies but history and general studies projects end European studies which match those submitted in literature. There is also an increasing support for the use of coursework at CSE and A level where the demands in terms of the length of individual pieces are correspondingly greater and where the assessment and evaluation process is thereby made even more cumbersome and problematic.

This is unfortunate because the advantages of coursework are clear. In English literature, for example, the folder work represents a more considered, reflective and genuine response to a wider range of writing than does the standard examination. The assessment procedures, initially carried out by the school and internally moderated by the examining board, break down the traditional dualism between teachers and examiners.

The teachers have a greater control over what they teach, while the examiners become involved, even if only marginally, in the process of teaching which the folder reflects. In the classroom the developing folder gives the individual child a unique insight into his or her progress and a clear indication of strengths and weaknesses.

These points far outweigh the disadvantages and largely misguided complaints about coursework. It is said that it is easier to achieve high grades with coursework, that the folders may get lost, that examining should be left to examiners, that too many meetings are involved and that teachers have neither the time nor the capabilities to examine as well as to teach.

All these allegations are part of a debate about coursework which can now be considered closed. Statistics show that grade correlations between coursework assessment and written examination



Peter Brooks

tions exhibit few differences, and where there is any marginal improvement with the former it can be directly related to enthusiastic teaching rather than corrupt assessment.

Where folders are lost, examination boards are always sympathetic and in genuine cases will award grades on smaller samples of work. The points about examiners are fatuous since the examining system in this country entirely depends on teachers to mark and assess.

Finally, coursework assessments, although they may require explanatory and standardizing meetings, also provide an excellent facility for in-service training within a shrinking educational economy. Seeing what other schools do and how they do it is an essential part of this training and it is virtually compulsory where coursework is part of an examination.

This coursework assessment has much to recommend it as a consequence of its success. One problem is that to establish its reliability as an assessment instrument requires a conservatively large sample of work to be demanded. It has also generally been assumed that if writing is not submitted then it has not been undertaken.

Where literature is concerned all the current syllabuses ask for written evidence that prose, poetry and drama have been studied and insist on a particular balance between them in the final folder. But in most written examinations, any part of the syllabus may be tested but not all of it will be.

The real challenge is to reduce the quantity of text involved in this assessment process. In the traditional written examinations it has been accepted that a candidate's grasp of a subject can be evaluated in perhaps two hours of writing, or a maximum of about 1,200 words. Coursework folders involve five or six times this amount.

What is needed is an endeavour to build on the trust between teacher and assessor and external moderators, and introduce more effective sampling techniques. Five essays of 400 words plus a quite enough to provide an adequate basis for assessment. Trained markers can quickly determine the standard of a candidate's writing overall in a few pages and it only requires a few more to determine how competently he or she handles information and organizes arguments.

The process is inevitably subjective but it is essentially the same marking process

as for written examinations. There is an evident need for more training, of both assessors and markers, but neither approach is entitled to claim that it possesses more theoretical purity and precision than the other.

Second, the relationship between syllabus and coursework needs to be redefined. It should not be necessary, in an atmosphere of mutual trust, for a coursework sample to represent all the syllabus for a subject. This may be a bitter pill for traditionalists to swallow.

But those same traditionalists have for years relied on examiners not to set questions on certain aspects of the syllabus, not to repeat questions in consecutive years, and they themselves have ignored areas of the syllabus which they find too demanding.

Accepting a greater degree of sampling and limiting the demands of the syllabus may seem like concessions to teachers. In return, teachers must also take steps to make their own internal assessment and its external moderation more workable and effective.

Immediately, the "project" approach must be radically and critically questioned. The slavish copying from books and the emphasis on presentation, rather than on information, has consistently done a disservice to coursework. It is possible for projects to be original, to draw together and synthesize information from a variety of sources, but in too many cases this approach is neither practised nor encouraged.

The conditions under which work is completed should be more carefully controlled and made available to the external assessor. A piece of writing, completed in a certain number of lessons and inspired by a single stimulus, can be a useful guide in assessment without coming to possess the edifice of an examination question, because it can be related to a continuing classroom context.

Finally, the assessment process must be scrupulously implemented by the school. The teachers' order of merit is a vital part of this and inter-teacher agreement is essential to it. Only full discussion and careful collaboration between co-teachers can ensure its validity. Once again this calls for a dialogue of the best and most productive kind.

Unlike teachers and examination boards, assessors and moderators, can agree to introduce simpler sampling techniques and to reduce syllabus constraints to some unlikely threshold of coursework assessment. This has now been won. The remaining challenge is to develop procedures which will permit its development as a simple, valid and effective technique of assessing children's performance.

Jim Sweetman is head of English at the Aylesford School, Warwick, and Chief Examiner for the West Midlands JMB 16-plus feasibility study in English.



It seems that all the boys who came to

The outside world demanded a cure in the medical sense but in fact the kind of therapy and teaching which was prac-

Lyward confessed that he had not taught formally for more than 20 years but in fact he was a good teacher. Burcullis him the Diagheliev of examination preparation. He taught the boys wh

The question we have to ask is, far do the increasing bureaucracy "pian-management" of our schools them? There is a need for stability the security which it brings to children who need it to function effectively learners and human beings. But it always be the case that the imaginative response to individual needs will sometimes conflict with administrative convenience. Mr Lyward is important because he reminds us what the issues are.

The responsibility for schools in America is much more decentralized than here. The law of each state governs them, not federal law, which in itself allows for greater variety. But within each

tion department had itself published a report on its educational system in which it regretted that "the goals of education . . . are not now being fully achieved by all students. While this is most obvious for many of those in lower socio-

The teachers, except for David Lehman, are almost all under 30. They can only be hired for a year, and they have no tenure and no pension rights. None the less there are plenty of applicants. The

The experiment in Ithaca is just one of many developing in America. The authorities are beginning to be less rigid in what they allow to happen—or have they just reached a point of greatest desperation? If tax-payers want state-funded alternatives, as David Lehman says, why can't they have them?

He says: "The program is based on a realistic assessment of present employment conditions, and a hard-headed look at how the education system prepares young people to face them. We've also considered the demands we need to make as a community to make people grow up. Everybody here learns from everybody else—and everybody here grows."



## Good and bad companions

right. There was no flange, such cases that Artistic Services came into being in 1978. Artistic Services is an independent, non-profit-making organization, and aims to help all visual artists, artists-craftsmen and visual organizations with the legal and business problems that arise in the course of their work. It functions from a low cost office in the Strand (suitably once upon a time a writer's studio) which is reached via a shabby shop and a series of boor-shattering staircases. Up the stairs, the full-time staff of three directors, deputy directors and office managers are kept fully occupied answering an average of 15 calls for help a week. The range from domestic-stricken phone calls about

in what it calls "preventive medicina". Its staff give lectures, talks and seminars to art students during their final or postgraduate year of studies. Those sessions, invariably well received, cover the legal and administrative problems young artists are likely to face on leaving college and in their future careers.

ha is happy in his garret  
breaking new ground. As he says,  
bringing legal services to those who  
need them, rather than acting merely as a  
"response service." Obviously the need  
and it is probably only ignorance that  
stopped even more artists, designers,  
translators, photographers and craftsmen  
unwilling themselves of the services pro-  
vided by Ardaw. That more who subscrib-  
ing to fighting those who see nothing in  
stealing the ideas of the creative artists.

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monstrous rents are asked for herid rooms, and that creaks abound. The play had little that was useful to me about the life of all time on Frank, since (speaking in a comically stylized fashion, so that he seemed to be mocking rather than celebrating the Yorkehira accent) he had no discernible coherence of character. He was a balloon being patted around. Lyrics and music were the merest musicless. Alas, alas.

True that much naturalism, in talcination or elsewhere, represents individuals as if they had no general existence: but what answer is it to create generalized cratures quite without individuality?

Yorkshlromen were awful inclined to leave him on the week's screams. In The Good pentons (Friday, YTV), it was just as if he had been a Yorkshlromer, of course took place years ago. I was brought up regard Jess's creator, J. B. Priestley as disgracefully jolly and popular since it was the ideal of those moved among at the time to sombre and reviled. So I never surrendered to the story, in original form. I feel now (that Priestley would be justly surprised that I am faced with the possibility ever the next nine weeks, of smision. That is, I like Jess played, with the saddest of eyes,

When reality spurns the ideal,  
and the holism of modern life  
were harpings of lacrimous  
men Greece and Rome; the  
of Neo-classicism must needs  
to rise, to reason for exalting.  
In one, or many pithy sum-  
mations Brookner posse the  
figures which Devid uniquely  
framed. On the eve of the  
French Revolution "The Oath  
of the Brutus" had  
been famous but they do not

the half of the book is charming; the second half, the different remnants of the old church and the old plan of the city, is a little more tedious. The plan of the city is a very good one, and the plan of the city is a very good one, and the plan of the city is a very good one.

# evolution

of the breathtakingly simple, Marxist, Assassin's Revolution, and politically it is an ad hoc work and exemplifies most impressive chaotic ability to produce a piece; the needs of the Communist to continually re-evaluate the equivalence of social and social change." David's work, therefore, is a new style, Jacobin, Communist, Imperialist and exile.

She succinctly dealt with it's always perceptive, brilliant account. She argues the case for, the future, into politics,

revealing him as a man in difficult, but equally clearly shows that it was the Revolution which gave him his extraordinary gifts. A year before the "Meror" picture, David, in the Revolutionary fervor, was already depicting an economic imagery of displaced associations and dislocated place that made him the most representative painter of his age.

His influence has lasted. From the Renaissance to Modernism its painters have repeatedly turned to his example and anyone seeking a better understanding of the vicissitudes of painting in our own age would be well advised to begin with this book.

Alas, I think the solid story won't. That's to say, Mr Duffell began with the end: a car crash, in which Jane's lover Jones is seriously injured. Not that this accident is unimportant: but giving it this instant prominence makes it more difficult to establish the true nature of the thing—mysterious and inward rather than violent and outward. When the love story itself begun it had much of the quality it had in

brilliance of his conversation made him  
him a lion of London drawing  
rooms, at first in the famous White  
salon of Holland House but later  
"tasting no politics in boiled or  
roast" in the great houses of both  
parties. But the independence of  
his views in particular his advo-  
cacy of Roman Catholic Emancipa-  
tion, did him no good on the path  
to preferment. George III was pro-  
phetic when he pronounced "Smith  
a very clever fellow but "he would  
never be a bishop!"

Poverty and lack of severe his-  
torical knowledge did not save him  
dogmatised flatly almost the old  
his career. His capricious little  
tempered father did little to help

**Flat! flat! flat!**

I must say, though, that for the past three weeks *Strangeways* (Wednesday, BBC 1) has made everything else, the most dramatic drama included, seem pale. The camera stares happily at the corridor that is the prison's great artery, where the astounded voyeur peered through a slot in the door of an unfurnished cell at the prisoner within, naked and distraught, attempting again and again to enmesh a window. This week it was the cell, along these equally naked corridors and landings of prison officers. "We are not hero," said the governor to new recruits, "to lock people up and unlock them." "They are men," said the sparsely clothed and balding inmate, "and lock other men away." We ended with a glimpse of mufti training—that's *Minimol* Use of Force *Tactical Instruction*. "Used to be known as training for riot squads," said a voice, "but may have been bit on the heavy side," said an officer, "but that's a backslap against do-gooders and left-wing MPs who seem to have hived the whiphand lately." Such imagery sprouted everywhere.

An analogy to the puzzled, owing to a historical misreading, Tony Weller, prince of confusion, was transformed last week into his son, Sean.

The observation occurs in a long memorandum which he pencilled in a borrowed copy of the *Reliquiae Baxterianae* of 1696—most appropriate, since his own active response to books so often took the form of a running joust with the author up and down the margins and anywhere else where there was room. Certainly, he had his own versions of "Rubbish!" ("Plot

fiat! fiat! fiat as a flounder!" He wrote against a terrible egotism by Southey but more often his commentary takes the form of explanations upon, agreements with, or arguments against the text before him.

The extent of this lifelong passion for annotation can be rounded out by the fact that this first volume of Coleridge's *Marginalia* carries us only from Abbt's *Vermischte Werke* to Bayle's *Doctrine of the Sabbath Violated*, and that four more volumes will be needed to finish the alphabet. Such coverage, may it first glonoce seculi oxargine, over dare one say it, excessive even! In so complete a "Collected Works" as the Bollingen Foundation are giving us, *Note*! What can one doubt, then will, the *Marginalia* are finished, open up a penetrating view of a man whose greatness is often most readily perceived in his least formal moments.

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# talkback

## Handling Information

Terence Brake

The ability to locate, retrieve, select, organize, evaluate and communicate information will increasingly become a major component of what we understand the term "literacy" to mean.

Many pupils leave school unable to manipulate even our most traditional information sources—books and libraries. As we launch ourselves into the science fiction realm of the new technology, we must keep the present realities within our field of vision.

Over the past two decades several educational innovations have been introduced—resource and inquiry based learning, CSE Mode 3, project work and independent learning—which although they have taken different forms in different contexts, rest on the principle of active learning, wherein the process of learning is as important as the content. Hence the phrase "learning how to learn".

Many of these innovations have opened up a number of "skill gaps". For instance, it is one of the aims of resource-based learning that pupils should gain information directly from various resources, without the mediation of the teacher. I am not questioning this objective; however, pupils cannot effectively use a resource as an information source, or interact with it directly, unless they have acquired certain competences in information seeking and handling.

Where such innovations have been introduced (in varying degrees), teachers often complain about the inability of pupils to tackle projects or that they simply "copy chunks out of books" or "can't think things up". If we are going to take these innovations seriously, we must look more carefully at the skills and attitudes that are assumed when such tasks are set.

"Study skills" is a fashionable phrase which covers some of the

ground, but tends to trap information-handling skills within an "academic" setting. This ability to find and use information should be as much an aspect of social education and everyday living as it is of an activity called "studying".

Such considerations have been instrumental in the setting up of this information skills in the curriculum research unit, funded for three years by the British Library. The aim of the unit is to help create opportunities in school subjects for the introduction, exercise and development of a wide range of information skills.

The central principle is that the skills needed to find and use information must be introduced and reinforced across the curriculum within the normal day-to-day practices of teaching. Computer skills, library skills, life skills, study skills—all touch on aspects of the project's concerns. But treating them individually does not help to develop consciousness of information and its role in society and development of a wide range of the kinds of skills and attitudes

that will help us to control and develop information society (as the Japanese call it). Over the next two years the unit will be involved in action research with approximately 30 to 40 teachers, librarians and media resources officers in six inner London comprehensive schools.

The teachers, all of whom have expressed a need for this kind of innovation, range across English and drama, integrated studies, history, science, maths and computing and social education. The unit's main work will be in creating relevant materials for teachers and pupils.

Although it is possible to isolate individual skills and teach them in their own right, e.g. problem formulation, tracing sources, skimming and scanning information sources, selecting and recording information, creating, evaluating and communicating information—the unit is concerned to place such skills within the overall framework of "doing research". In an age of information, we must all become our own researchers.

Terence Brake is project director of the Information Skills in the Curriculum Research Unit, BLC Centre for Learning Resources.



## Down with Gujarati

Kishor Patel

Is the educational system creating apartheid in Britain? We condemn South Africa on its apartheid policies, yet a similar process is happening right under our noses.

When dealing with black and brown children, it is crucial to remember the frustrations and problems faced by the first generation of immigrants to this country. Some encountered language difficulties (particularly those from the Indian sub-continent), but most suffered a culture shock.

The system will, I fear, create a similar situation of confusion in the second generation children. Let me cite the example of the Indian community.

It is now possible to take an O level in Gujarati. "Sotudey morning" classes spread to Leicester to meet this "need" in Indian children to rush out and learn their mother tongue. In many cases, necessary for communicating with their grandparents.

The parents of these children are bilingual—thus there is no need for the child to learn his mother tongue as far as the immediate family circle is concerned. Instead of encouraging the adults to learn English, we are putting pressure on the children to learn the language which will only be useful in the minority group to which they belong.

For instance, Muslim adults are not able to communicate with Gujarati adults in Urdu or Gujarati—they have to use English. The same danger lies for the second generation children, if we continue to put pressure on them to show their ability by learning and passing

ing O levels in their mother tongue. Research in Leicester has shown that the language programme has improved the attainment of school children whose parents come from the Indian sub-continent. This is to be applauded; but success at school ignores the failure/frustration these children will face when they leave school—no longer do they have to spend outside school each day, by encouraging these children to learn their mother tongue, we are segregating the population.

There are bars and clubs in Leicester where it is a positive advantage if one speaks, say, Gujarati. How long before we have segregation at the school level? How long before Gujarati goes to one school, Muslims to another and the West Indian black children to yet another?

How long before subjects (not only the mother tongue) are taught in the language of the minority groups? Far fetched? Then let me draw your attention to the recommendations made in a report by a joint working party of members of the National Association for Multicultural Education and Northamptonshire Education Authority. (The TES April 25).

(a) more aid for existing self-help mother tongue teaching groups; (b) mother tongue classes provided by the adult education service; (c) a wider range of books in other languages; (d) working parties to produce materials to help maintain the mother tongue in primary schools. I am particularly concerned with the emphasis on "primary schools"—these children do not need to learn their mother tongue as their parents already use English to a large extent. It is not uncommon to find children born in this country who speak only English, but whose parents are bilingual.

Kishor Patel is a PGCE student in the Department of Education, University of Cambridge.



## Axe-grinder

## Hamster horrors

I was recently shown a pamphlet entitled *Animals and Plants in Schools: Guidelines for Health and Safety*. This prompted me to reflect that it was a pity the LCA could not give it to the animals and plants themselves. After all, there are few living things, animal or vegetable, that can survive for long unscathed in schools.

We have all seen otolized beans and shrivelled cress in saucers of mouldering blotting paper; we have all heard the sickening crunch as yet another stick insect meets its maker beneath the petter of tiny feet.

The interests of the animals themselves seem sometimes to be of secondary importance, as they struggle to survive. In the alien world of the classroom, I once set on an examination board which spent 20 minutes arguing whether a student-together should be failed because she had not noticed that a child was torturing a hamster in the far corner of the room. The hamster later succumbed—I cannot

remember the fate of the student, but I do recall that no one asked what the examiner had done about it.

At the other extreme, I met three children who proudly announced that they were the Tadpole Monitors. Ample evidence of their excessive and rival zeal was to be found in the aquarium near by, whose tiny inhabitants were struggling through a layer of more or less liquid bread-crumbs. To select their own responsibility, each monitor flung yet another layer of food upon their hapless charges.

But there is occasionally something more about animals in schools than mere life or death. Often death is a significant world of culture and socialization. In one primary school I was surprised to hear a collection of shaggy gerbils (properly housed in a large sand-filled vivarium) referred to as "The Desert". Two large specimens were named "Moby" and "Romney". Only when I met the deputy head (and saw a look in his eye), did I realize why.

The same school had managed to establish a colony of three-legged hamsters, which roamed their quarters in rapid triplet rhythm. The teacher felt obliged to embark upon some elementary genetics. "You see," she explained, "Pinky here has got a bad leg, and because they're close relations, 'Miss' interrupted a Cypriot child, 'my cousin's got married. Sunday. What happens to their babies'."

But worse horrors in nature's struggle for survival in the classroom came from Giorgio. This round and cheerful six-year-old Italian wiled away one playtime by placing baby gerbils in the oven and baking them to a crisp finish. Constantine, David, Mark and Romney fans besiege the confused teacher.

Giorgio is interviewed at length by the head, with many deep

questions ("How are things at home, Giorgio?"). An appointment is made with the Educational Psychologist. The deputy head visits privately and mutters about "side effects" and "anyway such chips were down".

The mother is summoned and informed of the deed. "Good boy," she claims. "Our little old mice everysing. We got him top for every one he kill. Defeated by the multitudes diversity, the teacher gave a deceased a heroes' funeral, switched, foolishly, to "Things like to eat". Fresh from college he searched for vivid words and to live examples.

Giorgio introduced the delphic crumpling up rags songbirds on long coach trip in Italy. Two African pupils spoke of grubs, caterpillars and giant snails, but it was still intestines that flinched drove the teacher back to the edge and we trod the theme of "People who live us".

The Guidelines also contained a fascinating code on the recognition of certain "suspicious substances". The schoolkeeper at the local canteen on enforcing all regulations on the school, checked the food on the evacuation of the school rooms, lest moral contagion should set in.

By the next day, the greenhouse had been cleared. The inclination at the back of the school was unusually active that afternoon: the head was anxious to avoid a stampede of publicity, and a stamp of the young staff became a little distant over their CSE poetry lessons.

So one way and another, many living things in schools end up dead. Wreathed from their natural habitat and transplanted into a world that seems somewhat neither to care nor understand about life beyond its walls, they wither and perish. Very like knowledge, really.

Bill Boyle is head of English at Monk Middle School, Birkbeck, Marylebone.

Now it's night time. Every one in Number 43 got broken into. Oh yeah, that's the one that thinks this is his own den. We made it over four hundred pounds got taken. This slant segment from Lindsey's poem (age 12) illustrates neatly the narrowness that the estate has forced upon the people; the pre-inhabitant is constantly looking to escape. As Lindsey continues: Desolate landscapes, vandals' playground, ghost town. Cbip papers flutter like milky white butterflies.

Pepsi Cola cans roll with a ghostly tune of their own. Broken glass glinting, captured like a star. Mind-streaked skies, dirty glory corners. While writing on walls. Windowed, barred, like.

Keeping vandals as prisoners. The children are acutely aware of the problems of convincing the local authority to provide more amenities. "People say that if you plant more trees or make flower beds on the estate, the vandals will stop rip them out. But is this a good enough reason for the area to be neglected and left in the depressing state that it is now?"

"We realize that much of the damage is done by the large number of unemployed youths with time on their hands, and this will be the argument against brightening up the estate with flowers and trees."

"Those comments from four 12-year-old girls (Lynn, Suzanne, Paul and Jackie) put the local authority clearly. But the local authority cannot offer any real solution, instead, ending with a plan which articulates the plight of estate dwellers countrywide."

"Don't ignore us. We are desperate for the estate to be given another chance. The young people of the estate and the adults of tomorrow need a pleasant environment to grow up in."

Bill Boyle is head of English at Monk Middle School, Birkbeck, Marylebone.

## Children of the estate

Bill Boyle

The First Estate, one of three sprawling in the rural outskirts of Birkbeck, was built in the early 1960s as a housing area for displaced residents of the town. This shifting of population was necessitated by slum clearance and town centres development in the middle sixties.

The new occupants of the estate found themselves isolated from their families in the town, and largely dependent upon inconsistent and inadequate public transport for communication with the outside world. They were drawn from widely dispersed and disparate parts of Birkbeck, which made their integration into their community even more difficult.

Other contributory factors in the atmosphere of discontent are the

demoralizing malaise of high unemployment, deplorable provision of leisure amenities for the young, and inadequate shopping facilities. Not surprisingly, the estate has developed a reputation as the main problem area of all the Birkbeck housing projects, and some of the most revolting Kirkby's rate of self-destruction through vandalism.

The eyes of the children gawking up on the estate reflect the cynicism in their parents' towards the area and its restricted life.

"Writing on the walls." Gossip everywhere. One O'Clock. Gm, have you heard about that? They've driven the old man out. Smashing windows. You vandals! Terrible isn't it, it's damn terrible. My kid fell on the playground this other day. Mums complaining. Bawling night's the worst. They come round pushing your fences. Tommy just got stuck in Ford Town's lifts.

Now it's night time. Every one in Number 43 got broken into. Oh yeah, that's the one that thinks this is his own den. We made it over four hundred pounds got taken. This slant segment from Lindsey's poem (age 12) illustrates neatly the narrowness that the estate has forced upon the people; the pre-inhabitant is constantly looking to escape. As Lindsey continues: Desolate landscapes, vandals' playground, ghost town. Cbip papers flutter like milky white butterflies.

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# Children's books

## Marriages of true minds

Noemi Lewis recommends a variety of picture books

The marriage of text and picture in books for the very young is like a marriage: good, bad, marriage, so long as it is a marriage. The marriage of text and picture in books for the very young is like a marriage: good, bad, marriage, so long as it is a marriage. The marriage of text and picture in books for the very young is like a marriage: good, bad, marriage, so long as it is a marriage.

What is not so often realized is the sheer range of fantasy that can be found in picture books. The marriage of text and picture in books for the very young is like a marriage: good, bad, marriage, so long as it is a marriage.

The Three Magic Gifts by James Macdonald and Errol Le Cain (Kaye and Ward £3.25) is the largest and most beautiful of the hand-drawn picture books. The marriage of text and picture in books for the very young is like a marriage: good, bad, marriage, so long as it is a marriage.

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comes to the farm. But saucy young tractor ignores him—until the rainy spring when his wheels are stuck in the mud. Humour and pathos, action, hope, reward. Against the bright uncluttered pictures, with their clarity, space and distances, the very few characters can take all the reader's attention.

Another such success, though totally different, is *Tomie de Fafafa* by The Cat on the Dovecote (Methuen £3.50). Text—a verse folk tale from the Daxat collection—tells how a traveller, taking a great white bear to the King of Denmark, contrives to rid a haunted house of trolls. (They think the huge, though amiable bear a cat.) Ah, bosa trolls. . . . Very precise with their atrocious collection of magical colouring, the pictures should keep all six to eight in a fearful joy for days. This splendid book should make a good schoolroom playlet—troll-roles for every one.

Oddly, it is the plot which speeds on the pictures, vivid and bright though they are, in the new book by Brian Wildsmith: *Professor Nsah's SpaceShip* (Oxford £3.80). This artist has recently shown much more attention to subject than in his earlier works, when his striking style was enough in itself. From an extrovert six to eight viewpoint even, his present theme would be hard to beat. The forest animals, made homeless by pollution and human advance, join Professor Nsah on his projected space journey to a new planet. By a guidance-filii is bent, and they land, after 40 days and 40 nights, on—yes!—their own planet Earth, but many centuries earlier, cleaner and greener.

Now we must keep it that way. The pictures demonstrate all of the Wildsmith manner, the horlequin patterns, the bright attack, the faelling animal portraits. There is a bonus too, a working blueprint of a spaceship.

Fairies look as fairies should in *Rise Beskows The Sun Egg* (Boni £3.50) the first publication here of one of the most attractive picture books by this Scandinavian artist (1874-1893). The elves and gnomes in a wood find an orange, dropped by a little boy. A sun-egg, con it bo? They learn the delicious truth from a bird which knows what Andersen called "the warm countries". In the big woodland paintings, with life-size detail, fairies are fairlike (as I have said); old gnomes are more Merlin than Disney; the elves' restaurant has a notice: GUESTS ARE FORBIDDEN TO EAT EACH OTHER. A real child's book, seen at child-level.

The strength of *A Winter Story* (Kestrel £4.50) comes not so much from Max Bolliger's narrative as from Beatrix Schären's pictures, with their striking woodcut manner and their dramatic winter colouring. On a cold night, the farmer refuses to take in the little herdboy. The boy goes towards a distant light. The suspicious farmer follows the animals. . . . could say that Bill Gilman's *Septimus Fry F.R.S.* (Deutsch £4.95) dips straight into the everyday life of now. But wait. Watchingly, Mrs Fry's very ordinary housewife gets ideas above her ordinary family's station (mentally speaking) and gives birth to the cleverest baby in the world. He writes his first letter to *The Times* at six months; at one he deciphers

a baffling Ancient Egyptian text in the British Museum; at two he becomes a Fellow of the Royal Society. He is, of course still in his push chair. The end is strange, and interesting. Steve Augarde illustrates especially, catching the troubled infant face of the little prodigy.

Mr Archimedes' Bath by Pamela Allen (Bodley Head £3.50) is a large funny book whose comedy will please the outrageous taste of four

The *Bear in the Boat* by Wilhelm Scholte (Dent £3.50) is at once simple and subtle: a perfect book (with its brief sufficient text) for an adult and very young child to journey through together. First cartoon picture shows an empty sky. A pink butterfly appears. Now a yellow one. A cloud. Another. Why, there is the sea. And a boat. And a bear. And a dog. . . . an island. . . . penguins. . . . So we move on, one thing or a time, to the clapping of enigmatic close.

Three different seasonal notes are rung by the next three excellent books. High praise for Graham Oakley's *The Church Mice of Chelmsford* (Mocmillan £3.95). Yes, it's the same set of characters, but the book is as visually exciting as any of its half-dozen predecessors. What richness in those pictures! The mice provide the action (they try to earn funds for a party) but the cat, their gentle protector, by his shyer expressive appearance, inspires the range of emotions that make these books stay in the minds of under eights.

In Hugo and the Ministry of Hobbies (Andersen £2.95) Tony Ross allies his customary dazzling pictures with, as so often, a wildly ingenious tale. Hugo, that egregious misanthrope of earlier Ross books, has written to Santa requesting a blackboard and eggs. What does he find but an Easter egg! Some confusion here. He starts up the chimney, follows the trail of an endless knitted woollen scarf, and arrives at the source of the problem, the gift-giving Ministry, where he offers a plan for sorting out the chaos. This exhilarating book will do (I should add) not only for Christmas but for Easter, birthdays and all such occasions.

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This has been a prolific year for Russell Hoban. Besides his much discussed adult novel *Riddley Walker*, he has published no less than four children's books recently. This illustration, by Byron Barton, is from *Arthur's New Power* (Gollancz £3.50), a sequel to *Dinnee at Albert's*, which introduced the Crocodile family with their pop-music, pubertal son, Arthur. The jokes this time are mainly about the family dependence on electronic knick-knacks (but they are forced to act in a Chinese restaurant, having blown all the fuses at home!) and to constitute a strain of adult satire. These books ought to fall between two stools, but as grown-ups enjoy reading them and children love naughty, anthropomorphic reptiles, they are winners.

The *Twenty Elephant Restaurant* (£2.95) and *Ace Dragon Lid* (£3.25), both from Cope, are two further successful collaborations with Quentin Blake, whose cheeky, angular people and animals seem to fit the mixture of accurate character observation and unexpectedness of events which is Hoban's speciality. *Flat Cat* (Methuen Children's Books, £3.25) merely has Hoban's rhymes to give purpose. (Incentive to beginning readers) to bright, comic-strip pictures about the humorous antics of Cat, Rat and Snake.

in seven, and whose mathematical point will go down happily with the rest. Mr A. and his friends Kangaroo, Wombat and Goat, share a circular bath. It overflows. Whose fault? Experiments in Measurement. Eureka! cries Mr A. The pictures large and clear like the print itself, have a pleasant colouring: sepia line, light blue for water, pink for Mr A. The print is a pleasure to the eye. continued on following page

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Required for January, 1981, or May, 1981: English Graduate to teach the subject throughout the School to 'O' level and CSE standard. There is a possibility of a Scale 2 Post for a well-qualified graduate who could teach at sixth-form level and also at the lower school.

Applications for any of the above posts should be sent to the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingwood, Cardiff.

## SECONDARY Science continued

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Applicants must be suitably experienced Educational Psychologists with the ability to contribute to a developing service in a progressive Authority. Possession of an Honours Degree in Psychology, or least two years' teaching experience, and postgraduate training in Educational Psychology is essential.

Assistance with removal expenses, etc., and housing accommodation may be available in appropriate cases. Detailed information of the development programme, job description and application form are obtainable by quoting reference number 22747 from the Chief Personnel Officer, PO Box 88, Municipal Offices, Smith Street, Rochdale, OL16 1XG (telephone: Rochdale 47474, extension 882), to be received not later than Wednesday, December 10, 1980.

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